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ABSTRACT

The document offers practical and motivating techniques for studying Japan. Dedicated to promoting global awareness, separate sections discuss Japan's geography, history, culture, education, government, economics, energy, transportation, and communication. Each section presents a topical overview; suggested classroom activities; and easily reproducible maps, worksheets, games, and illustrations. The section on geography focuses on the development of map skills through experiences with location, climate, topography, time zones, and points of interest. The section on history examines Japan's major historical periods, national symbols, and important people. The largest section focuses on culture and includes facts about sports and games, dress, housing, ideographs, the tea ceremony, flower arranging, living treasures, Japanese gardens, paper folding, forms of drama, writing poetry, diet, art, festivals and holidays, tango-no-sekku (kite making), woodblock printing, and Japanese words and phrases. The section on education compares the organization and standards of schools in Japan to those in Oklahoma. In the section on government, the structure of the Japanese government and the symbols which represent Japan are presented. The final section looks at Japanese exports and imports, modes of transportation, Japanese and American currency, pollution problems, and facts about a typical middle class Japanese household. In addition, the document presents a seven-item annotated bibliography and a listing of over 75 selected supplementary films and materials. (LH)

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Introduction

This guide, which is dedicated to promoting global awareness, focuses upon Japan, our global neighbor, friend and ally. Japan is second only to Canada as a buyer of American goods, an economic force that affects the lives of millions of Americans. A vast number of imported Japanese goods are used in American homes every day and many Japanese manufacturers have plants in the United States. Japan, in a very real sense, is today a part of American life. Yet many Americans are scarcely aware of this faraway nation and its influence upon our daily lives.

The educational benefits for students who are immersed in another culture are immense. To expose students in Oklahoma to a different world view is to open new windows on the world for them. An appreciation of other cultures is essential for developing a global society and living together in peace.

It is our hope that this guide will be used not only as a study of Japan, but also as a model for studies of other countries as well.

The guide is aimed at creating an understanding of and appreciation for our neighbor, Japan.

FOREWORD

This publication was initially conceived because our Social Studies Specialist, Rita Geiger, was the recipient of a three-week study-tour of Japan sponsored by the Japan Institute for Social and Economic Affairs and the National Council for the Social Studies. She gathered materials while visiting the schools and businesses of Japan and involved a number of teachers in Oklahoma schools in producing these outstanding learning activities.

Japan and Oklahoma share a great deal. Many of Oklahoma's exports go to Japan, and Japanese businessmen are frequent visitors to our state. Unfortunately, many of our school children have not studied the history, culture and economy of Japan; that must change.

We are pleased to express our gratitude to those who so unselfishly devoted hours to the preparation of this booklet and dedicate its use to the teachers and school children of Oklahoma. May their understanding of Japan be greatly enhanced.

Leslie Fisher

Leslie Fisher
State Superintendent

acknowledgements

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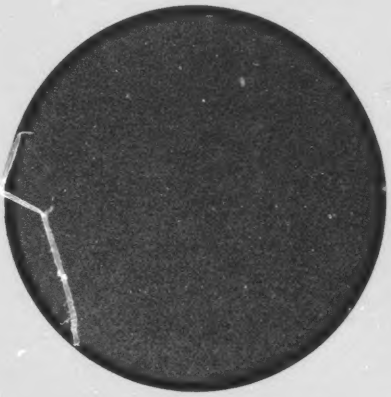


GEOGRAPHY

OBJECTIVES

1. To compare the geography of Japan with that of Oklahoma.
2. To develop map skills through experiences with location, climate, topography, shape, major cities, distance, population and points of interest.

OVERVIEW

Japan is an island nation lying off the east coast of Asia. Its most outstanding geographical feature is its variety. Situated in the temperate zone, it has abundant rainfall and rich vegetation. It is also strongly influenced by ocean currents. It has the general shape of a crescent and extends 1,860 miles from tip to tip.

The country is made up of four main islands, Honshu, Skikoku, Kyushu, Hokkaido, which together with more than 3,000 smaller islands are collectively referred to as the Japanese archipelago.

The national capital is Tokyo.

Japan's land area of about 143,690 square miles is almost twice the size of Oklahoma and 1/25 that of the United States.

The islands of Japan are bounded by the Pacific Ocean on the east and the Japan Sea on the west. About 72% of Japan's land area is mountainous, and most of this is covered by forest. Agricultural land accounts for 15% and residential land for 3%. A mere 1.4% is devoted to industrial purposes.

Japan has a population of approximately 116 million, putting it in sixth place on the population chart of nations. Seventy percent of the people in Japan live on the strip of coastal plain between Tokyo and the northern part of Kyushu.

Japan's highest peak is Mt. Fuji at 12,388 feet, an almost perfectly conical volcano, that has been dormant the last 250 plus years. Japan does have about 60 active volcanoes.

Most Japanese rivers are short and fast flowing. The longest, the Shinano River, is a mere 228 miles from start to finish. Most of Japan's lakes are in the mountains. Lake Biwa, 260 square miles, is the largest; while Lake Tazawa, which reaches a depth of 1,388 feet, is the deepest.

FACT SHEET

Area:	143,690 square miles
Population:	About 116 million
Capital City:	Tokyo, population of about 12 million
Climate:	Subtropically warm in the extreme south, becoming temperate in the north. The rainy monsoon season is from June to October
Neighboring Countires:	USSR (north), Korea (west) and China (southwest)
Official Language:	Japanese
Ethnic Background:	Overwhelmingly Japanese, with mixed Mongol-Turkish-Caucasian origins which emerged in the pre-Christian era. There is a very small community of Ainus on Hokkaido Island who are a primitive people of Caucasian ancestry.
Principal Religions:	Shinto, Buddhism and Christianity
Commercial Products:	Heavy equipment, ships, autos, yarns, electronic appliances, cameras, iron, steel and fish
Currency:	Yen (approximately 260 yen = $1.00 U.S.)
Head of Government:	Prime Minister
National Flag:	White with red circle representing the rising sun in the center

SUGGESTED ACTIVITIES

Make a Wall Map

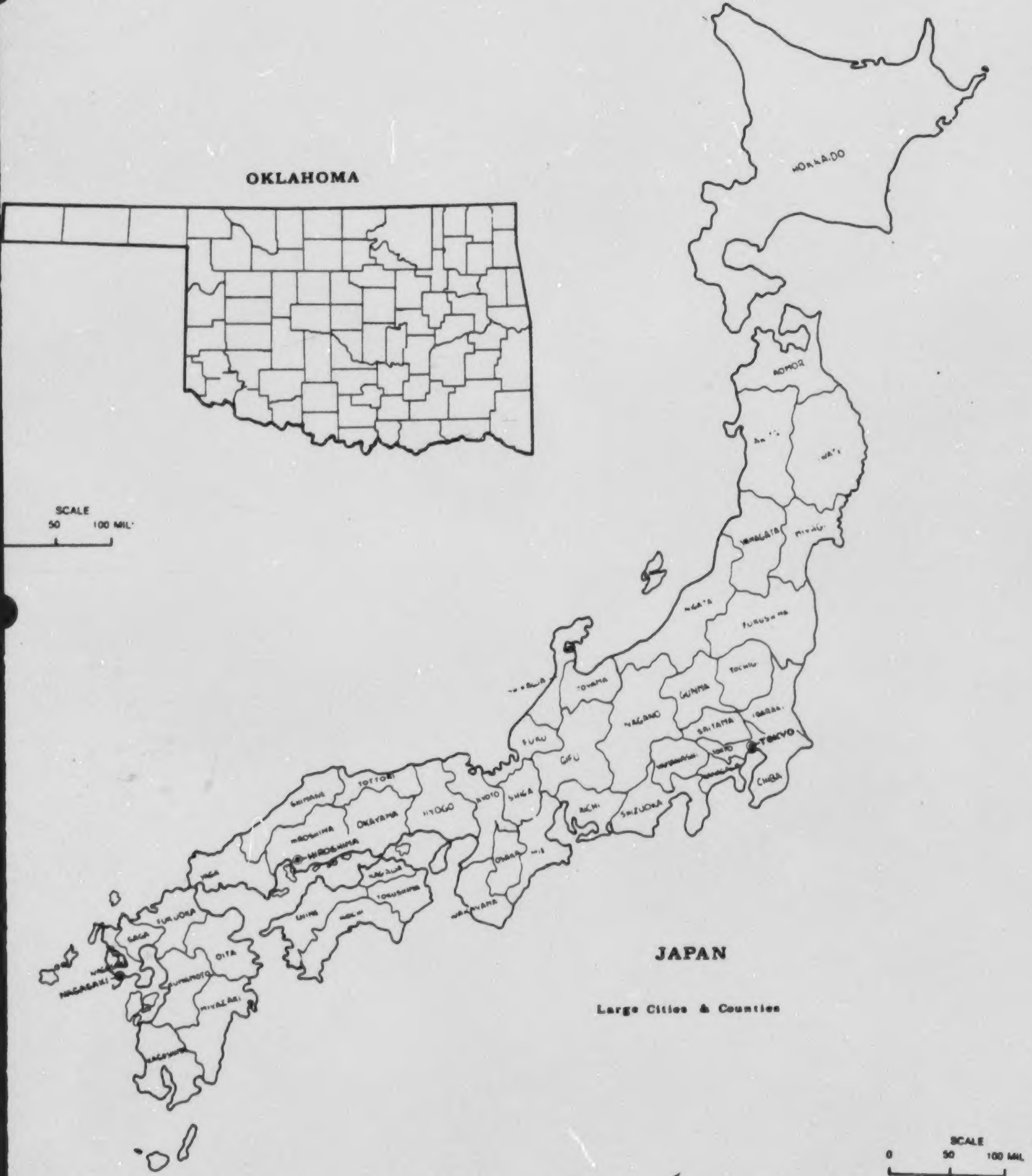
For this activity you will need an overhead projector; transparencies of Japan and Oklahoma; paints or markers and mural paper.

Project the transparencies of Japan and Oklahoma on mural paper. Have students trace the outline and then color and fill in details. You may wish to distinguish major cities, land use, elevation, etc. Discuss similarities and differences in geography and use as a point of reference throughout the unit of study.

Pinpoint Map

For this activity you will need tagboard, push pins, crayons or marking pens, laminating film and permanent ink markers.

Using tagboard or a fairly sturdy paper, cut out a fairly large map of Japan. Mark with lines of latitude and longitude. Label the map with cities, natural resources, geographical features, etc., and then laminate the map. (Older students could make this map instead of the teacher.) Number the push pins. Design a task sheet giving only the coordinates of certain cities, geographical features, etc. Have students use the push pins to locate the places on the map. (Use push pin number 1 for question #1.) Use a map transparency to show correct locations.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GIFU
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SHIZUOKA
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TOTTORI
SHIMANE
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OSAKA
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MIYAZAKI
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JAPAN
Large Cities & Counties
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Topography and Boundaries of Japan

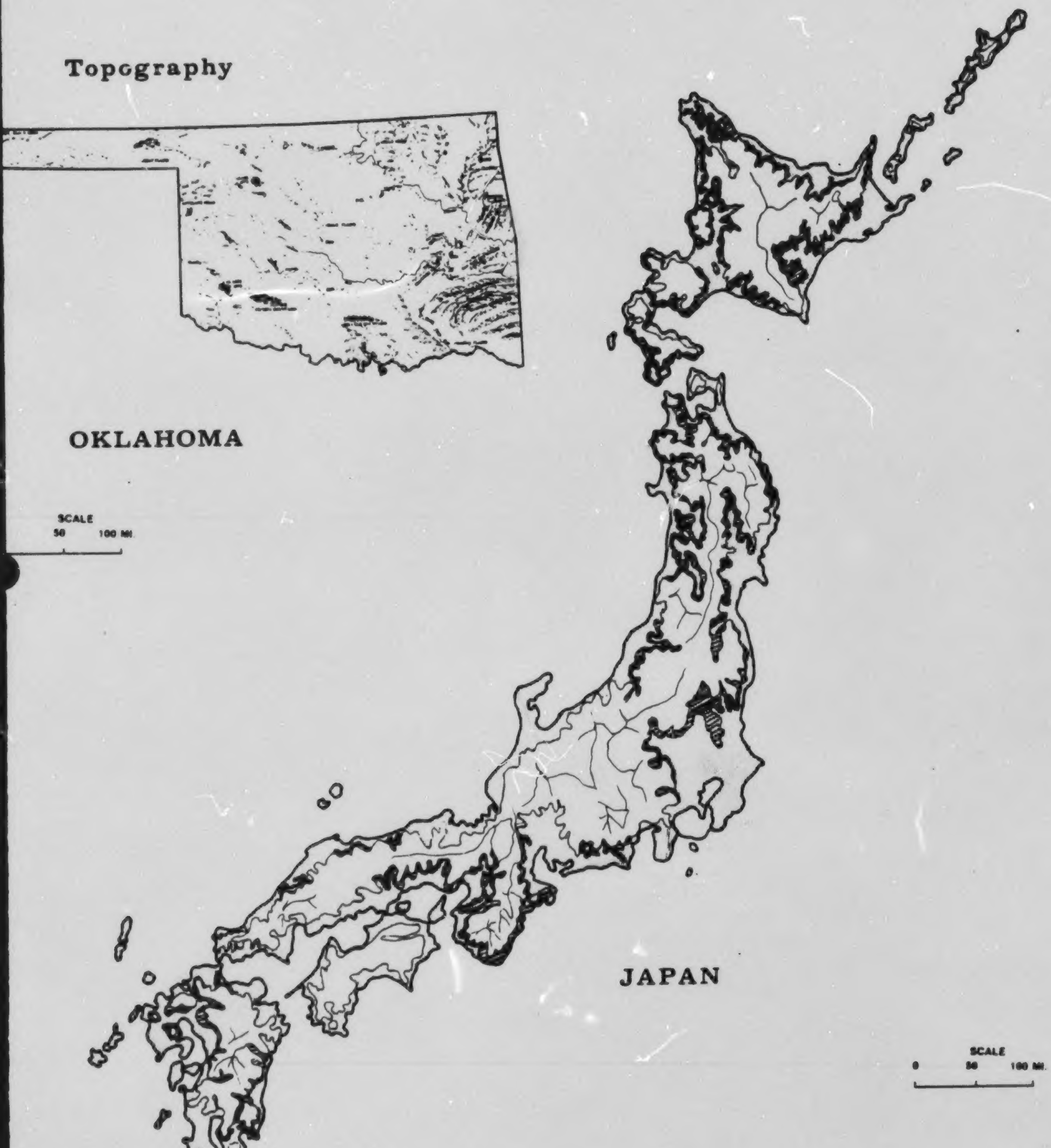
Use this activity to help students learn the shape, geographical features, cities, and boundaries of Japan and compare with those of Oklahoma.

Use overhead transparencies as follows:

1. A simple outline map of Japan with green land mass and blue ocean. Discuss the dragon-like shape, extensive coastline, etc. Use a map of Oklahoma, also colored green, and discuss differences and similarities.
2. An outline map showing mountains in purple, coastal areas in green. Discuss agriculture, fishing, recreation areas. Use a map of Oklahoma to compare and contrast these same features.
3. An outline map showing major cities, as well as municipal, perfectural and national boundaries. Use a similar map of Oklahoma showing cities, county and state boundaries.

Discuss the transparencies emphasizing similarities and differences. Students may also be given copies of some of the maps and asked to mark various features on their copies.

Topography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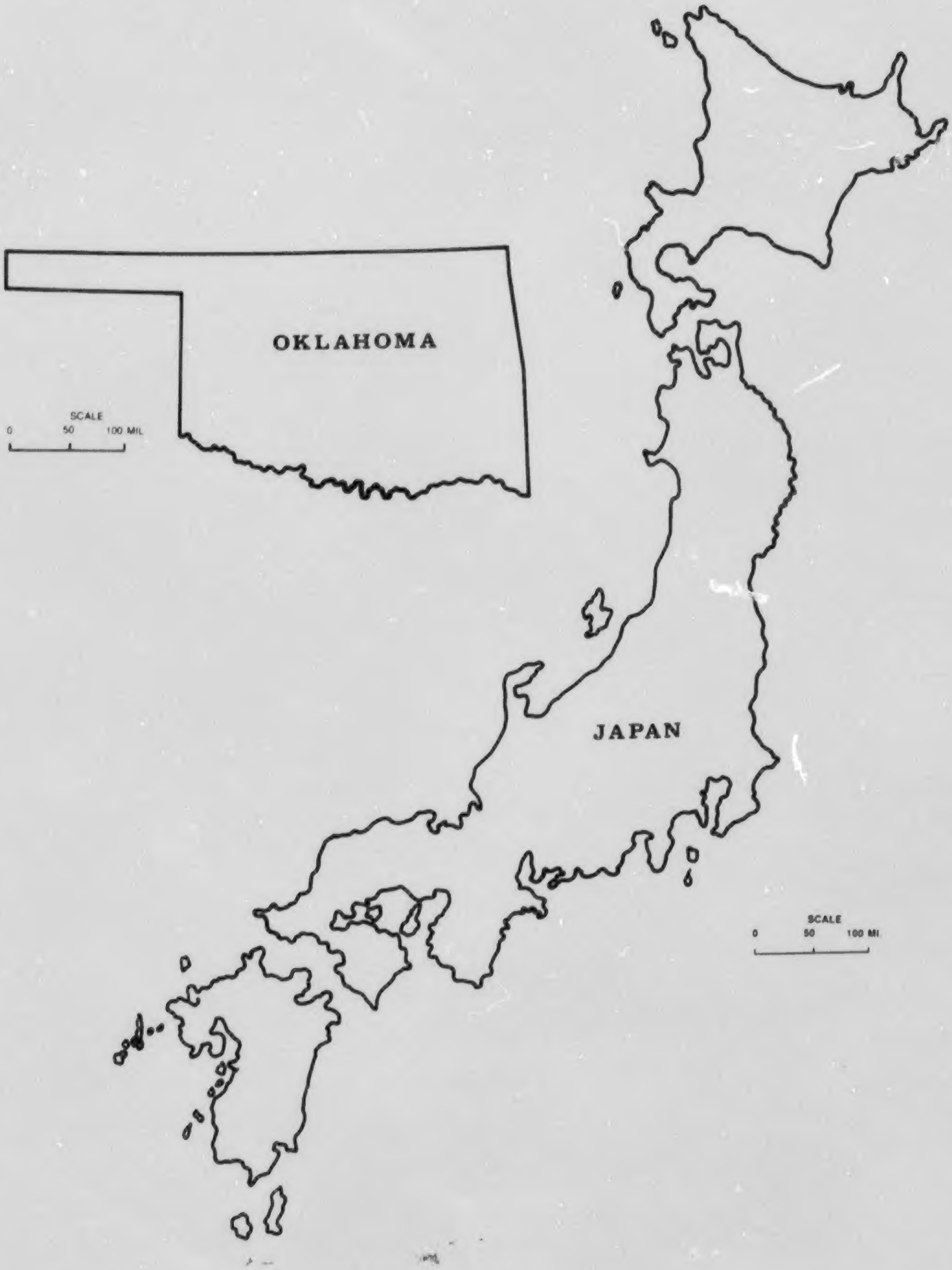
JAPAN

Map Work

Give each student an outline map of Japan. Have students locate and label major points of interest such as:

1. Hokkaido - the northernmost island
2. Honshu - the largest island
3. Kyushu - the southernmost island
4. Shikoku - the smallest island
5. Tokyo - the capital city
6. Mining areas of central Hokkaido, northern and western Honshu and western Kyushu
7. Suo Sea which is north of Kyushu
8. Mount Fuji which is southwest of Tokyo

An overhead transparency could be used to show students correct locations.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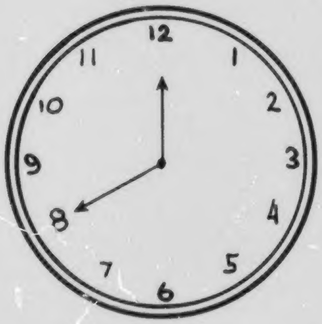
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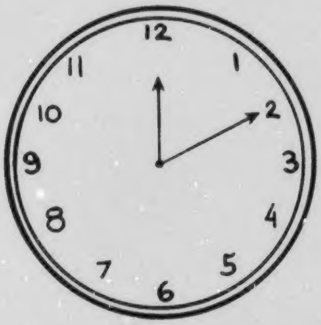
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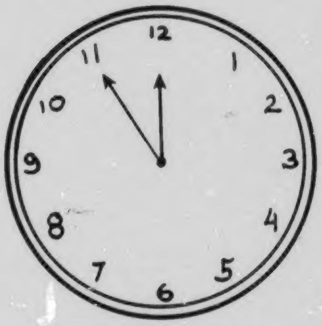

11:00 p.m.
JAPAN

Climate and Time Zones

Using a wall map of the world or individual maps, have students locate the following according to latitude and longitude:

Tokyo	37°N 113°E
Sapporo	43°N 142°E
Nagasaki	28°N 130°E
Oklahoma City	36°N 98°W
Lawton	35°N 98°W
Tulsa	36°N 96°W
Moscow	58°N 39°E
New York	42°N 74°W
London	55°N 0°

Have students discuss the similarities and differences in climate.

Using same locations, compare differences in time zones.

Constructing A Volcano

For this activity you will need chicken wire, strips of paper, paste, 12-inch square board, paints, Ammonium Dichromate, aluminum foil.

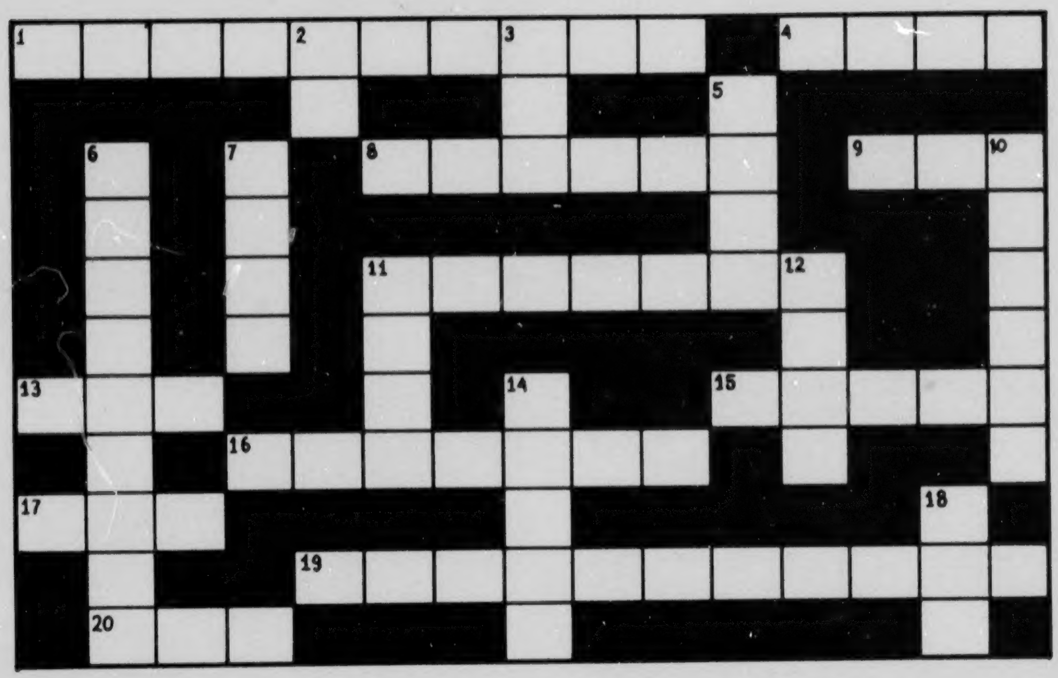
Construct a cone-shaped base from chicken wire or other material on the 12-inch board. Using paper strips and paste, build a small mountain. Use paints to color the mountain. Leave a hole for the volcano to erupt. Mold the foil to fit down into the center of the mountain and put the Ammonium Dichromate into this foil container. When lit with a match this chemical will boil over the sides and run down to resemble the lava from a volcano. Teachers should supervise this activity closely.

Rural/Urban Areas

Have students read about and discuss rural and urban life in Japan and Oklahoma, then have them write a creative story. Give them a choice of the following.

1. You are a Japanese farmer making your first visit to a large city. Describe your experience and feelings.
2. You are a Japanese city-dweller making your first visit to the countryside. Describe your experience and feelings.
3. You are an Oklahoma exchange student in Japan. Compare your life style with that of a Japanese student.
4. If you could live in any part of Japan, where would you choose and why?

Crossword Puzzle



Across

1. Surface area of the land.
4. Highest mountain in Japan.
8. Largest and most important of the four main islands.
9. Weary travelers stop here to rest.
11. Watery fields where rice is grown.
13. A covering for the head.
15. The largest city by population - also the capital of Japan.
16. Japan is made up of four of these.
17. Japanese temperature in the summer.
19. Japan is divided into 47 of these.
20. Symbol on the Japanese flag.

Down

2. The opposite of STOP.
3. Japanese write with brush and ink. Americans write with a ------.
5. This month is the rainy season in Japan.
6. There are 196 of these; 30 of them are active.
7. Main food grown in Japan.
10. Japanese name for Japan.
11. You can put sand or water in this.
12. The opposite of GO.
14. Use this to cut food.
18. Japanese currency.

Answer to Crossword Puzzle

1 T	O	P	O	2 G	R	A	3 P	H	Y		4 F	U	J	I
				O			E			5 J				
	6 V		7 R		8 H	O	N	S	H	U		9 I	N	10 N
	O		I							N				I
	L		C		11 P	A	D	D	I	E	12 S			P
	C		E		A						T			P
13 H	A	T			I		14 K			15 T	O	K	Y	O
	N		16 I	S	L	A	N	D	S		P			N
17 H	O	T					I						18 Y	
	E			19 P	R	E	F	E	C	T	U	R	E	S
	20 S	U	N				E						N	

Plan A Trip

Gather resources on Japan such as travel brochures, post cards, films, books, etc. This activity could be either an introductory or a concluding activity for a study of Japan. Have students plan a 10-day trip to Japan which will include the following information:

I. Passport Application

Have students complete passport applications. (Sample follows)

II. Flight Schedule

Ask students to complete the following information:

Airline________________________Flight No._________

Place of Departure:_______________________________

Time of Departure:________________________________

Destination:______________________________________

Time of Arrival:______________Cost:______________

III. Itinerary

Have students plan a travel log for a 10-day period which includes cities, sights, restaurants, motel accomodations, travel modes, etc. Show them a model itinerary. (Sample follows)

IV. Map

Give each student a map of Japan and have each one chart a course of travel from day to day.

V. Story

Have students write stories describing visits to favorite tourist attractions.

VI. Postcard

Have students make "postcards" depicting scenes from Japan. (See this activity under CULTURE.)

VII. Character Sketches

Have students write stories describing the people they will meet in Japan.

VIII. Souvenirs

Give students information on currency exchange (given in ECONOMICS unit). Ask them to tell how much money they plan to take on the trip and what souvenirs they would like to buy.

DEPARTMENT OF STATE

PASSPORT APPLICATION

SEE INSTRUCTIONS - TYPE/PRINT IN INK

IDENTIFYING INFORMATION

NAME

FIRST/MIDDLE ______________________________

LAST ______________________________

MAILING ADDRESS
(In Care Of if applicable, Street, City, State, ZIP Code)

____

____

____

R D O DP Endorsement __________

SEX
☐ ☐
Male Female

PLACE OF BIRTH ______________________________
City, State or Province, Country

DATE OF BIRTH ___|___|___
Mo. Day Yr.

SOCIAL SECURITY NUMBER ___|___|___
(Not Mandatory)

HEIGHT ___|___
Feet Inches

COLOR OF HAIR

COLOR OF EYES

(Area Code) HOME PHONE ___|___|___

(Area Code) BUSINESS PHONE ___|___|___

PERMANENT ADDRESS (Street, City, State, ZIP Code) ______________________________

OCCUPATION ______________

DEPARTURE DATE ______________

FATHER'S FULL NAME ______________

FATHER'S BIRTHPLACE AND BIRTH DATE (Mo., Day, Yr.) ______________ ___|___|___

U.S. CITIZEN? ☐ Yes ☐ No

MOTHER'S FULL MAIDEN NAME ______________

MOTHER'S BIRTHPLACE AND BIRTH DATE (Mo., Day, Yr.) ______________ ___|___|___

U.S. CITIZEN? ☐ Yes ☐ No

PREVIOUS PASSPORT INFORMATION

Have you ever been issued or included in a U.S. Passport? ☐ Yes ☐ No
If yes, complete next line regarding most recent passport.
Submit passort if available.

NAME IN WHICH ISSUED ______________

PASSPORT NUMBER ______________

ISSUE DATE ___|___|___
Mo. Day Yr.

DISPOSITION OF PASSPORT ______________
(Submitted, Lost, etc.)

PROPOSED TRAVEL PLANS AND EMERGENCY ADDRESS (Not Mandatory)

Length of Stay ______________ Countries to be Visited ______________

Person To Notify In Case of Emergency Abroad (Not Traveling with You)

Name In Full ______________________________

Address ______________________________

Phone Number ___|___|___ Relationship ______________
Area Code

Subscribed and Sworn to (affirmed) before me this
_______ Day of ______________ 19___

____
Signature of person authorized to accept application.

DO NOT SIGN APPLICATION UNTIL REQUESTED TO DO SO BY ACCEPTANCE AGENT
I have not, since acquiring United States citizenship, performed any of the acts listed under "Acts or Conditions" on the reverse of this application form (unless explanatory statement is attached). I solemnly swear (or affirm) that the statements made on this application are true and the photograph attached is a true likeness of me.

____
(To be signed by applicant in presence of acceptance agent)

Clerk of the ______________________________, Postal Employee/Passport Agent at ______________________________

Sample Itinerary for Trip to Japan

June 22	TOKYO
15:30	Arrive Narita Tokyo International Airport via Japan Air Lines.
16:30	Transfer by motorcoach to PALACE HOTEL.
June 23	TOKYO
5:00-7:30	Visit to Tsukiji Wholesale Market, largest fish market in world.
10:30-15:00	Tour of Tokyo by motorcoach visiting Asakusa Kannon Temple, Meiji Shrine and Shinjuku.
June 24	TOKYO - NARA - KYOTO
9:00	Leave Tokyo for Kyoto by JNR (Japanese National Railways) Super Express, "Bullet Train."
11:53	Arrive at Kyoto Station, change trains.
12:30	Leave Kyota for Nara by Kintetsu Limited Express, box lunch served on board.
13:03	Arrive at Nara Station.
13:10-16:00	Tour of Nara (1st capital of Japan) by motorcoach visiting Todaiji Temple with its huge bronze image of Buddha, Kasuga Shrine and Deer Park.
16:05	Transfer to Kyoto by motorcoach.
17:30	Arrive at KYOTO HOTEL.
20:00-22:00	Visit to Gion Corner (short vignettes of various traditional Japanese arts).
June 25	KYOTO
9:00-16:00	Tour of Kyoto by motorcoach visiting Heian Shrine, Sanjusangendo Hall, Golden Pavillion, Nijo Castle, Kyoto Handicraft Center.
18:00-19:30	Tempura Dinner at Yoshikawa Ryokan.

June 26	KYOTO - KOBE - OKAYAMA
8:30	Transfer to Kobe Port by motorcoach.
11:00	Sightseeing of Kobe Port by ship.
12:16	Leave Kobe for Okayama by JNR Super Express, box lunch served on board.
13:19	Arrive at Okayama Station.
14:00-15:00	Visit Okayama Castle and Koraku-en Garden Park.
16:00	Tea Ceremony.
17:00	Arrive at SHIN MATSUNOE (Traditional Japanese Inn).
June 27	OKAYAMA - KURASHIKI
8:30	Transfer by motorcoach to Mount Washu.
10:00-12:00	Tour of Mt. Washu and surrounding area.
12:00	Transfer by motorcoach to Kurashiki.
13:00	Arrive at HOTEL IVY SQUARE (old factory converted into modern hotel).
13:30-17:00	Free time for sightseeing in Kurashiki. Visit Doll's Museum, Toy Museum.
June 28	KURASHIKI - HIROSHIMA
9:30	Transfer to Kurashiki Station by motorcoach.
10:30	Leave Kurashiki for Hiroshima by JNR Super Express.
11:24	Arrive at Hiroshima Station.
13:00-17:00	Tour of Hiroshima. Visit Hiroshima Castle, Peace Memorial Park.
17:30	Transfer to HIROSHIMA GRAND HOTEL.
June 29	HIROSHIMA - TOKYO
12:14	Leave Hiroshima for Tokyo by JNR Super Express.
17:20	Arrive at Tokyo Central Station.
18:00	Accomodations at PALACE HOTEL.

June 30	TOKYO
9:00-16:00	Free day for sightseeing in Tokyo. Visit Emperor's Palace Gardens, Tokyo Tower, Kabuki Theater, Ginza (shopping and eating area), department stores.
July 1	TOKYO - SAN FRANCISCO
12:00	Transfer by motorcoach to Narita Tokyo International Airport for flight check-in.
16:40	Leave Narita (Tokyo) via Japan Air Lines for San Francisco.

SAYONARA

history

OBJECTIVES

1. To provide an understanding of the major historical periods of Japan.
2. To understand the transition of Japan from an ancient nation to a modern world power.

OVERVIEW

Little is known of Japan's history prior to the fourth century. The period from ten thousand years ago up to the third or second century B.C. is referred to as the Jomon period. The main activities of the people were hunting and fishing.

An important legend from this period involves Jimmu Tenno, the first Emperor of Japan who, say the ancient tales, was the direct descendant of the Sun Goddess Amaterasu. All subsequent emperors trace their ancestry to him in an unbroken line.

After the Jomon period came to an end, the Yayoi period began and lasted to around the third century A.D. During the Yayoi period the Japanese mastered the art of rice cultivation, began to use metal instruments and set the fundamental patterns of Japanese life.

During the fourth century Japan was unified as a state when the Yamato Dynasty was established. At that time Shintoism was the principal religion. It features the worship of nature, ancestors and ancient national heroes. Belief in the divinity of the Emperor used to be its major tenet.

Buddhism was brought to Japan during the sixth century. It took an important role in creating a unique Japanese culture.

Early in the seventh century, Prince-Regent Shotoku established a constitutional government. He also contributed much to the advancement of culture and education.

Prior to 710, the site of the capital was changed everytime a new Emperor came to the throne. In 710, a permanent seat for the court was established at Nara, and the full-fledged Imperial era set in.

Buddhism flourished in this period and thousands of temples were constructed throughout the country. Valuable sculptures and other fine art influenced by Buddhism appeared, and some of these works of art are still in existence. The most impressive is the great bronze image of Buddha, which was cast in 752, and is displayed at the Todaji Temple in Nara. This is the largest statue of Buddha in Japan.

The capital was moved to Kyota in 794, and Japan entered a new era of prosperity. This began the Heian Period which lasted until 1192.

During the Heian Period ideas and cultures imported from China and Korea were blended and adapted by the Japanese into a culture unique to Japan. The invention of a new Japanese writing system, based on Chinese writing, brought about the flowering of literature and poems. The Tale of the Genji, written by a woman of the nobility, was the world's first novel.

In the early stages of this period, the Imperial Court gained great power and enjoyed prosperity and glory. But in the later days, military clans began a series of civil wars which pushed Japan into the feudal era.

The feudal era began when Yoritomo, the head of the military Genji, established a shogunate government at Kamakura in 1192. During this period, various sects of Buddhism developed. One of the sects, Zen, appealed to the warrior class. Under Zen, life was simple and vigorous with art and literature reflecting this simplicity.

The Shoguns led an extravagant life and were very prosperous until the first half of the Fifteenth century. At that time civil strifes occurred in various parts of the country and continued for more than a century.

During these wars, art and culture flourished. The Noh drama, the tea ceremony, flower arranging and landscape gardening gradually developed into the forms seen today in Japan. Also, majestic castles were built, not only for defense, but also for the feudal lord to demonstrate his power over his people.

Tokugawa Ieyasu rose to power in 1603 and established his government at Edo, the present day Tokyo. This government was able to keep the powerful local lords in check. This is the main reason why the Edo Period lasted for 260 years.

In 1633, all the ports to international trade were closed because the Shogun disliked the effects of foreign influence on his country. One exception was the port of Nagasaki where Dutch and Chinese were allowed to trade.

In this peaceful era, the people became lovers of gaiety. The Kabuki drama and woodblock prints became popular. Stone and porcelain ware, silk brocade and lacquerware improved in quality.

During the middle of the Nineteenth Century a commercial economy and a sophisticated urban culture developed. Helping to bring this about was Commodore Perry of the United States Navy who brought his fleet to the port of Uraga, near Tokyo, in 1853. He forced Japan to agree to trade with the United States.

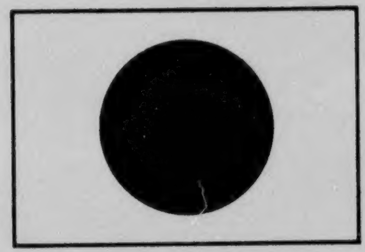
This sudden encounter with the West and its advanced technology, in a sense, served to bring about the downfall of the Tokugawa Shogunate government. Japan found it necessary to catch up with the outside world. It was the advent of a new era.

In 1868, the Meiji Imperial government was established in Tokyo as a constitutional government. Japan set out on a course of rapid modernization. Western culture flowed into Japan at a rapid pace and was assimilated quickly by the people. Progress was remarkable in the political, economic and cultural fields.

A postal system was set up; railway and shipping services were started; the first airlines company was established. Japan's industrial revolution was completed by the end of the Meiji Era, which lasted for only 45 years. Japan is now a highly developed industrial nation.

Japan, isolated from the world for approximately 240 years, has created its own unique culture and traditions. During recent years the Japanese have gradually adopted many Western ideas, such as changes in housing and diet. The high standard of sanitation and the low crime rate that are maintained are especially noteworthy.

SYMBOLS



Flag

The National Flag of Japan is called The Nisshoki, that is "the flag of the rising sun". The sun is represented by a red circle at the center. The design had been used on shrine flags and banners for years before being used as a flag for indicating the nationality of Japanese ships in the sixteenth century.

Name of Country

The Japanese refer to their country as "Nippon" or "Nihon". These names apparently have their origin in the words "place from where the sun rises".

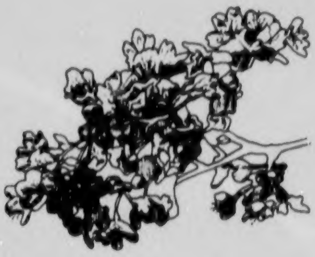
National Anthem

The words of the Japanese national anthem, Kimigayo, were taken from a waka poem possibly dating back more than a thousand years. The anthem's melody was written much later and was formally designated as the National Anthem in 1893.

The words of the Anthem mean: "May the reign of the Emperor continue for a thousand, nay, eight thousand generations and for the eternity that it takes for small pebbles to grow into a great rock and become covered with moss."

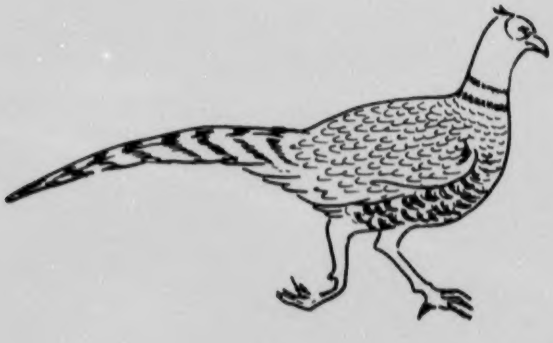
National Flower

The Japanese have long thought of the cherry blossom (Sakura) as the flower which symbolizes the nation. The way its petals fall while still at the height of their beauty was interpreted by the old warrior class as symbolic of resignation and grace in death, qualities which the warriors rated highly.



National Bird

The pheasant, a bird which appears in Japanese myths and folklore, was made the national bird in 1947.



IMPORTANT PEOPLE

Prince Shotoku: Has been called the Father of Japanese civilization. He is supposed to have remarked that Shinto, Buddhism and Confucianism form the tree that is Japan. Shinto is the root (the character of the people and their national traditions); Confucianism, the trunk and branches (code of ethics, educational systems and legal institutions): and Buddhism, the fruit and flowers (the flowers of spiritual life and the fruit of religious sentiment).

Dr. Hideyo Noguchi: Was a world-famous bacteriologist from the Meiji period, 1868-1912, who pioneered research in tropical diseases.

Jokichi Takamine: Synthesized adrenalin (Meiji period).

Shibasaburo Kitazato: Isolated the gangrene bacteria (Meiji period).

Kiyoshi Shiga: Isolated the dysentery germ (Meiji period).

Yukichi Fukuzawa: Established Japan's first private institution of higher learning - Keio University.

Emori Ueki: Criticized the authoritarian Meiji government by preaching freedom and equality, declaring that any person who did not extend his capacities and utilize his talents was failing the nation; a prominent liberal politician and an excellent example of "creative opposition".

Taisuke Itagaki: Persuaded the government to institute a deliberative assembly, resulting in an edict declaring that a national parliament would be established in 1890.

Hirobumi Ito: Went to Europe in 1881 to study Western governments and determine which one should serve as the model for Japan. After evaluating the many systems, he chose the Imperial German constitution as best suited for Japan's needs.

Emperor Meiji: Recognized as being the Father of Modern Japan. That title was earned due to the success of the treaty agreements between Meiji and Commodore Matthew Perry.

Nantaro Nagoka: Took Japan's first step in the direction of nuclear physics when he published his "Theory on Atom Structure" in 1903.

Hideki Yukawa: Received Japan's first Nobel Prize in 1949 when he presented his "Theory of Mesotrons". The second Nobel Prize awarded to a Japanese went to another physicist, Shinichiro Tomanaga, in 1965.

SUGGESTED ACTIVITIES

Role Play

The students may act out certain historical events or customs such as: Shogun's Court, Mongolian Invasion, or Commodore Perry's Arrival.

Profile Drawings

On butcher paper, have the students lie down and trace their outlines. Have students decorate their outlines to represent historical characters such as Shogun warrior or a Geisha.

Mural

On butcher paper, the students could illustrate historic battles, figures, modes of living, etc. to display in the classroom, hall or cafeteria.

Timeline

Have children hang a "clothesline" or wire across one side of the classroom or across the top of the chalkboard. Using the list which follows, assign each student to print one historical event and its date on a 5" x 8" note card. Events may be illustrated instead of written. Then ask the children to fasten the cards to the "clothesline" with clothes pins, placing each event in chronological order.

List of Events

500	Buddhism came to Japan
600	Constitutional Government began
710	Permanent capital established at Nara
752	Great bronze statue of Buddha was cast
794	Capital moved to Kyoto
	Heian period (794-1192) began
1192	Feudal era (Shogun government) began
Early 13th Century	Zen Buddhism began
First half of 15th Century	End of Shogun supremacy
Early 15th Century	Introduction of Noh drama, tea ceremony, flower arranging and landscaping gardening
1603	Tokugawa Ieyasu rose to power
1633	All ports closed to international trade
Late 17th Century	Kabuki drama and woodblock printing became popular
Mid 19th Century	Sophisticated urban culture developed
1853	Commodore Matthew Perry of U.S. Navy established U.S. trade with Japan
1868	Meiji Imperial Government established at Tokyo
Late 20th Century	Japan is recognized as a world leader in technology and economics

CULTURE

OBJECTIVES

1. To introduce the visual and performing arts of Japan.
2. To explain the role of festivals, customs, and traditions in Japanese life.
3. To introduce Japanese literature and media.

OVERVIEW

The culture of Japan is a combination of many factors, including the natural environment and historical factors. The isolation of Japan for many centuries heightened the sense of group identification and the desire for internal cooperation.

The emphasis on harmony with one's social and natural environment is evidenced by many aspects of Japanese life. Japanese flower arrangement is a method of copying the beauty of flowers as they grow in their natural surroundings. Architecture in Japan is designed with an openness to the outside. This same openness is reflected inside a Japanese home where there is very little furniture, and simplicity is the norm. The Japanese traditionally changed the type of clothing they wore to adapt to the changes of season more often than people in other countries. Even today, women's kimonos are designed with patterns of flowers which bloom at each season, and are worn at the appropriate time of year.

There is a personal openness and flexibility among the Japanese which is shown by the free acceptance of cultural elements from abroad. In ancient times elements of general culture and religion came from China and then later, from Europe. Today many cultural aspects flow into Japan from America.

Another manifestation of the Japanese flexibility is in the area of religion. Shintoism is the earliest and only native religion of Japan. It is a set of beliefs in which natural forces or objects, together with dead ancestors, are revered as deities. Buddhism, introduced from China, differs from Shintoism in that its main concern is with the individual and his/her faith, and its elaborate doctrines. Most Japanese follow both Buddhist and Shinto rituals. Thus marriages are commonly celebrated according to Shinto rituals, and funerals are conducted according to Buddhist rites.

Christianity, which was introduced to Japan in the Sixteenth Century, was suppressed for a time by the Shogunate and then flourished after Japan established diplomatic relations with Europe and America. There are approximately seven hundred thousand Christians in Japan today.

In summary, with a variety of coexisting religions, few Japanese are deeply devoted to a specific religion. In fact, many profess to have no interset in religion at all.

FACTS ABOUT SPORTS, GAMES AND RECREATION

The Japanese participate in a wide variety of sports; some borrowed and some preserved. Although the Japanese physique will not allow them to be competitive in the more rugged sports such as football and basketball, they are more than adequately prepared to compete in sports such as swimming, boxing and gymnastics. There is one exception to the previous statement; Japanese Sumo wrestlers average about 300 to 325 pounds in weight and are as strong as an American wrestler.

Sumo

Sumo (wrestling) has been called the "National Sport" even though baseball has been known to be more popular with the spectators. Sumo may stake claim to its title because of its longevity within the Japanese culture. Some sources state that it dates back to 30 B.C.

Although most Japanese people are short in stature, Sumo wrestlers are huge. The tallest one in recent memory was more than six and one-half feet tall. One chronicle lists a Seventeenth Century wrestler as being over eight feet tall. The basic rules of Sumo are relatively simple. The contestant may take a grip on the upper part of his opponent's body or on the stiff silk loincloth; he wins the match if he forces his opponent from the ring or makes him touch any part of his body except the soles of his feet to the ground.

There are rituals that the wrestlers undertake before the match begins. One such ritual involves the wrestlers purifying themselves with water and purifying the ring with salt. These observances go back to Shinto, with its emphasis on ritual purity and to the earliest traditions of the Japanese race. Another ritual consists of elaborate feintings, stampings and crouchings designed to inject a "spiritual" element into the sport. The wrestler who has best succeeded in calming himself and arousing apprehension in the heart of his opponent is held to be in the better position to win when the time allotted for the preparations has finally elapsed.

There are six major Sumo tournaments each year, each lasting for fifteen days.

Baseball

Baseball was introduced in Japan in 1873, three years before the founding of the National League in the United States. It is a larger drawing card than Sumo. The two professional leagues in Japan attract nearly 10 million fans a year.

The most notable of all Japanese baseball players is Sadaharu Oh who has hit more homeruns than Hank Aaron (over 800). Several years ago there was a considerable amount of curiosity as to "who is the greatest homerun hitter." In a contest between the two, Sadaharu Oh edged out Aaron in the homerun contest.

The curiosity of the people was satisfied by the match, and the two men have the highest of regards for each other and their individual accomplishments within their countries.

Kendo (Bamboo Sword Fighting)

This sport is based on the old sword fighting methods of the Samurai, the fighter warriors of the feudal age. When practicing their fighting technique, the Samurai substituted bamboo sticks for their long swords. Today Kendo is one of the more popular martial arts, and like Judo, is taught in the schools from an early age. The contestants wear armor and score points by hitting specific parts of their opponent's body. Like all other martial arts, Kendo training includes meditation and rigorous training sessions at the coldest and hottest times of the year.

Pachinko

This is a game that is played on a machine similar to an American pinball machine, except the pachinko machine is vertical instead of horizontal and a player sits in front of it to play. The name "pachinko" comes from the way a pinball sounds (in any language) "pa-chin-ko". Pachinko is played in neon-lit shops known as pachinko parlors where contemporary music is played and free tea is served.

Jan-ken-pon*

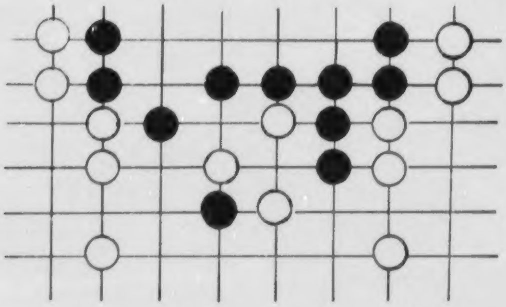
Jan-ken-pon has been popular in Japan since the Seventeenth Century and is played by both adults and children. In fact, some adults use the game to make business decisions. The game is also familiar to most American children. It is played by two players. One player rhythmically says "jan-ken-pon!" On the word "pon", the players quickly stick out one hand with either the fist closed, palm open flat or the middle and index fingers pointed out in a vee shape. The closed fist means "stone", open hand is "paper" and fingers extended in vee shape indicates "scissors." Scissors wins over paper, paper over stone and stone over scissors. The person who wins gets to hit (gently, please!) the other person on the forearm. The Japanese can play this game very, very fast. See how fast your students can play the game.

*SOURCE: Around The World: Japan, Dr. Vicki Galloway, State Department of Education, South Carolina.

Go *

"Go", the national game of Japan for hundreds of years, was originally learned from the Chinese. The playing area, a wooden board that contains 361 small squares, is called a goban. The playing surface is criss-crossed with 19 black lines running parallel with each edge. Three hundred sixty-one "me" or points of intersection are formed by the lines. One player has 181 black stones or chips and the other has 180 white stones or chips. The total number of stones (ishi) thus equals the number of "me". The "weaker"player always uses the black stones and is awarded the first move. The player with the black stones starts by putting one on an intersection (me). Then the player with the white stones places one on a me. The game continues until one player gets five of his or her color in a row, or until all the stones are used up.

Have students use the sheet in this unit to play "Go". They can use chips, blocks, squares of paper, or colored pens (marking x's) instead of playing with black and white stones.

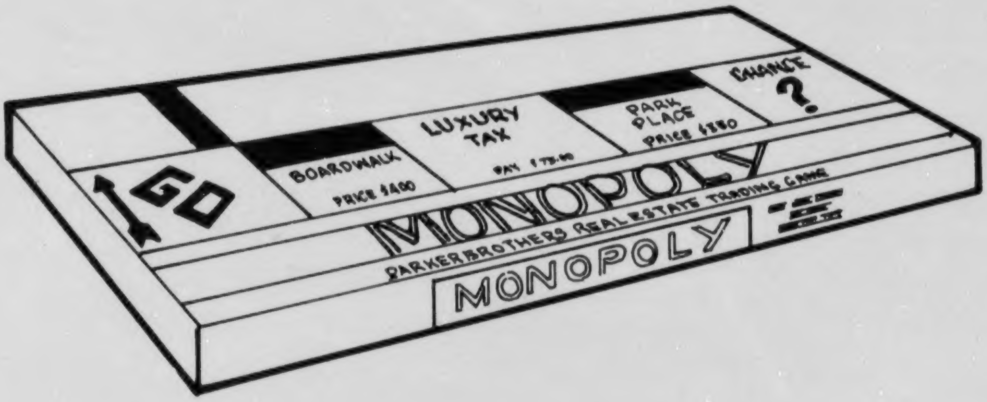


*SOURCE: Around The World: Japan, Dr. Vicki Galloway, State Department of Education, South Carolina.

Family Games

Japanese enjoy many of the same games played by Americans such as badminton, billiards, checkers, chess, and bridge. The card games are usually played with western style decks. Young children are particularly fond of playing with baseball cards and often compete with each other to see who is best at throwing the cards down on the ground, either to turn an opponent's card over, or to knock them out of the circle. The winner keeps the loser's cards.

There are also Japanese language versions of such popular American board games as Scrabble and Monopoly.


GO
BOARDWALK
PRICE $400
LUXURY TAX
PAY $75.00
PARK PLACE
PRICE $350
CHANCE
?
MONOPOLY
PARKER BROTHERS REAL ESTATE TRADING GAME
MONOPOLY

DRESS

In Japan today, most people wear Western clothing in their everyday life. The traditional kimono is now worn only on ceremonial and special occasions and sometimes for relaxing at home.

The kimono traditionally was made of linen, silk or cotton. In recent years, kimonos have been made in synthetic fabrics, making them available to those who cannot afford silk.

The kimono is a wrap-around robe with long, dangling sleeves, held closely in place by a tightly wound broad sash (obi) and a number of other belts or ties. Men's kimonos have simpler, narrower sashes. Fabric designs frequently represent flowers, leaves and other natural features, reflecting the Japanese love of nature.

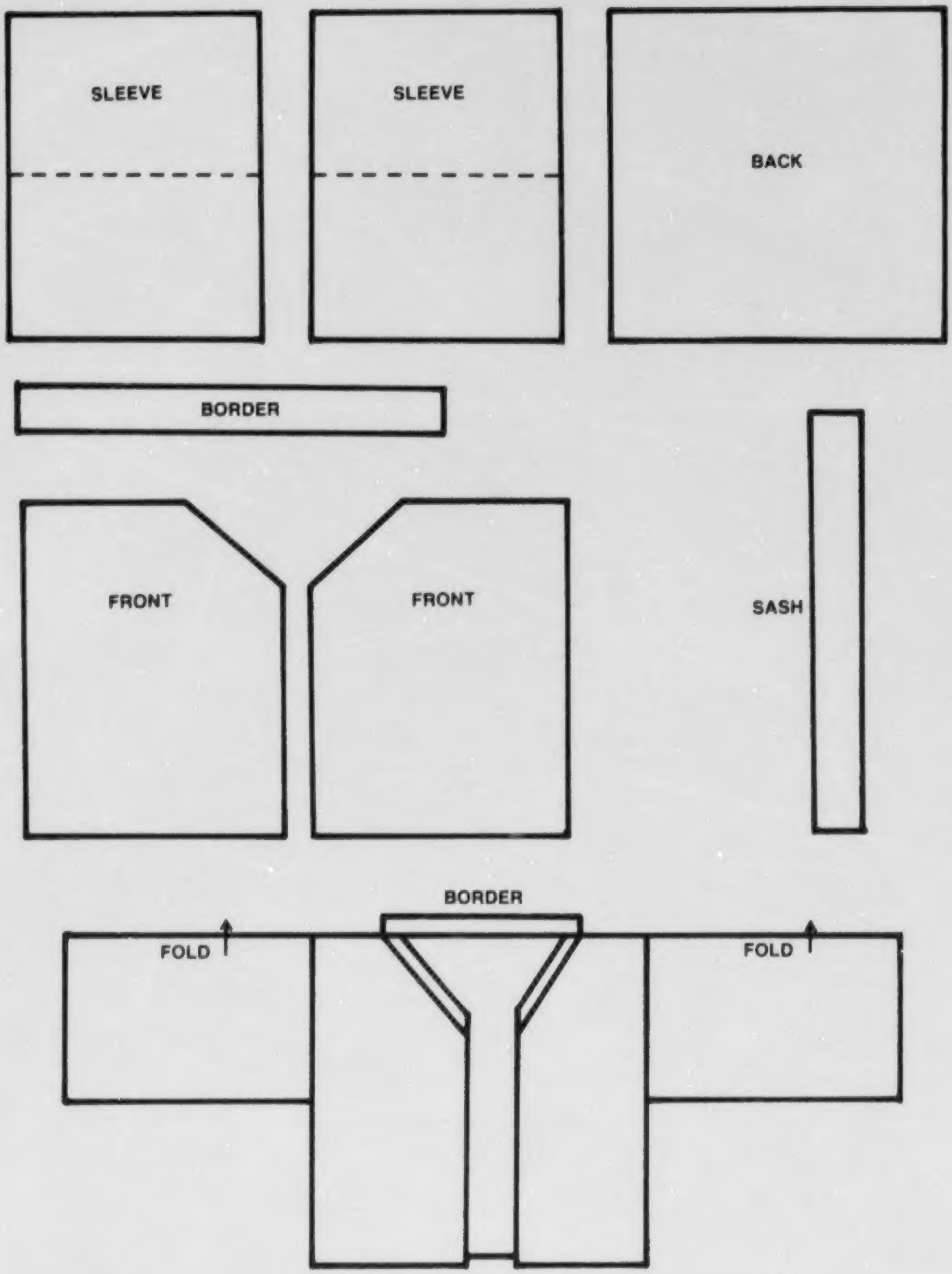
Men wear kimonos mainly at home. On formal occasions they wear haori (a half-coat) and hakama (a divided skirt).

The cotton yukata is an informal kimono and is popular as a home garment especially in summer. Most hotels provide yukatas for their guests to wear overnight.

Activity

For this activity you will need large sheets of different colored paper or rolls of white or brown wrapping paper, scissors, stapler, crayons or felt tip pens, and paste. Have students make kimonos by cutting pieces of paper using an enlarged version of the pattern provided. Tell them to staple the back to the front at the shoulders and sleeves and paste the border to the neck. Let students decorate their kimonos using crayons or felt tip pens.

PATTERN FOR KIMONA


SLEEVE
SLEEVE
BACK
BORDER
FRONT
FRONT
SASH
BORDER
FOLD
FOLD

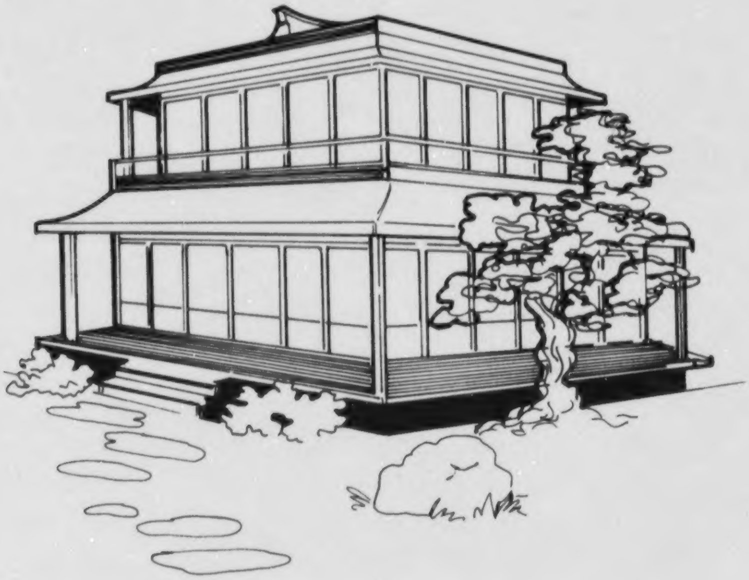
SOURCE: Around The World: Japan, Dr. Vicki Galloway, State Department of Education, South Carolina.

HOUSING

The traditional Japanese house is closely connected with the natural environment. It is made of wood and built so that the tile roof rests on supporting wooden pillars, making it possible to remove a large part of both the outer and inner walls--which consist of sliding screens--to provide relief from the humid heat of summer. By contrast, there is very little protection from the cold of winter.

Interiors of traditional houses are partitioned by sliding screens of wood lattice covered with rice paper. The floors are of tatami, thick mats of rice straw. There is very little furniture, and one room may serve as a living room during the day and a bedroom at night with very few changes. Most rooms have a tokonoma, a decorative alcove, where a scroll is hung and a special piece of art or a flower arrangement is placed.

In recent years, housing has become more Westernized. Many houses have one tatami room, and the other rooms are like those in a Western home.



Activity

Show students pictures of traditional Japanese houses. Have them make houses out of wooden popsicle sticks and paper.

Ask students why they think Japanese houses were made of wood and were designed to be light and airy. Ask why they think there was little furniture and why the mats were made of rice.

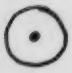
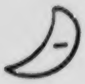
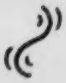
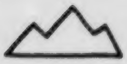
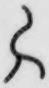
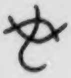
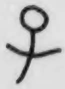
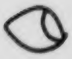
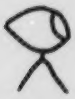
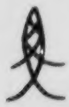
IDEOGRAPHS

Ideographs were brought in from China about 2,000 years ago. They evolved from pictographs (picture writing) and became known as calligraphy. The Japanese learned to use them as phonetic symbols without regard to their pictorial meanings. There are 1,850 characters prescribed by the Ministry of Education and adopted by law as being essential for everyday use and communication.

Activity

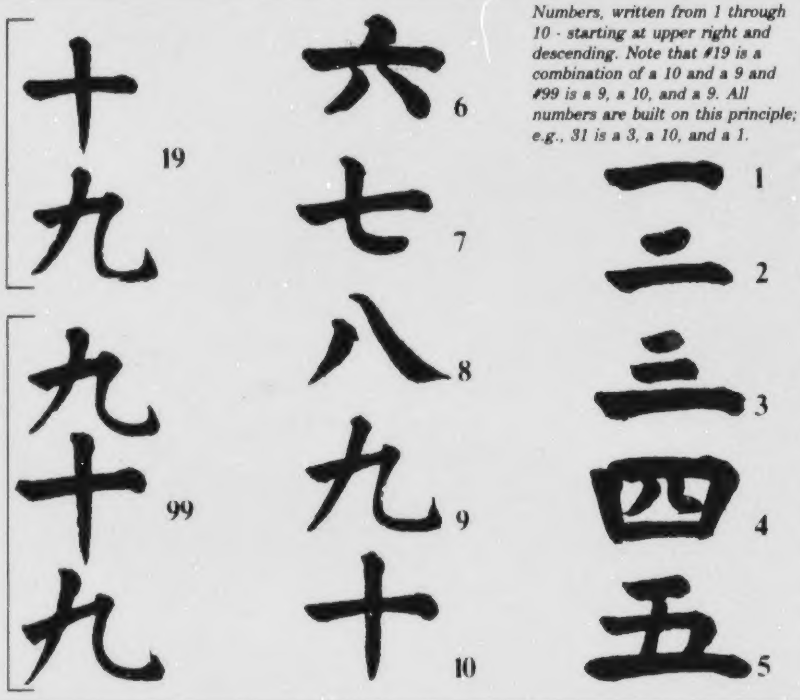
You will need paper, ink and brushes. The ideographs presented represent common nouns, verbs, and verb phrases that may be used together to form sentences. The writing begins at the top right and continues down in vertical columns, gradually crossing the page from right to left. The strokes are numbered. The students may write an English translation. For reinforcement, the teacher may have the students write designated words or a paragraph in calligraphy.

DEVELOPMENT OF CHINESE CHARACTERS

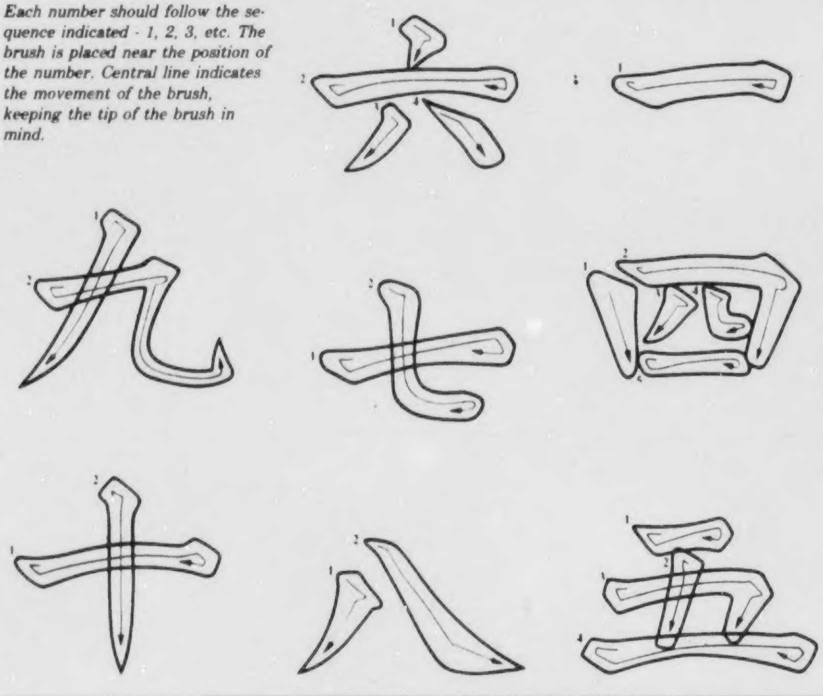
1500 BC - 200 BC Ancient	Modern	Mandarin Pronunciation (Ordinary language)	Guess the meaning
	日	rì	(sun, day)
	月	yuè	(moon, month)
	水	shuǐ	(water)
	山	shān	(mountain)
	人	rén	(person, man)
	女	nǔ	(woman)
	子	zǐ	(child)
	目	mù	(eye)
	見	jiàn	look around)
	魚	yú	(fish)

copyright Children's Museum 1980

Numbers, written from 1 through 10 - starting at upper right and descending. Note that #19 is a combination of a 10 and a 9 and #99 is a 9, a 10, and a 9. All numbers are built on this principle; e.g., 31 is a 3, a 10, and a 1.



Each number should follow the sequence indicated - 1, 2, 3, etc. The brush is placed near the position of the number. Central line indicates the movement of the brush, keeping the tip of the brush in mind.



BASIC KANJI

山	mountain
川	river
木	tree
森	forest
口	mouth
田	rice field
日	sun or day
月	moon or month
雨	rain
雪	snow
本	origin
人	person
女	woman
男	man
子	child
母	mother
父	father
大	big
小	small
中	middle
上	up, above
下	down, below
国	country
一	one

THE 人 WHO COULDN'T READ

IN ANCIENT 中国 ON A 山 THERE LIVED 一个 FIERCE 老虎 WHICH HURT 人 AND ANIMALS. 一天 SOME 人 WHO WERE HUNTERS DECIDED TO CATCH THIS 老虎, SO THEY MADE 一个老虎陷阱 IN THE GROUND. ON THE 墙 NEAR THE 老虎陷阱 THE 人 WROTE IN 大字 "ALL 人 WHO 走 HERE, PLEASE 小心 THERE IS A 老虎陷阱 UNDER THIS 大 SIGN."

WHILE THE HUNTERS WERE WAITING FOR THE 老虎, A VILLAGE 人 WHO COULDN'T READ 字 CAME 走 BY, SINGING A 歌 SUDDENLY, HE FELL 下 INTO THE 中 OF THE 老虎陷阱. HE CALLED IN A 大 VOICE FOR 人 TO HELP HIM. ANOTHER 人 HEARD HIS CRIES AND PULLED HIM 上 FROM THE 老虎陷阱. THEN THE 人 EXPLAINED THE MEANING OF THE 字 ON THE 墙 FOR THE VILLAGE 人. THE VILLAGE 人 WHO COULDN'T READ 字 SIGHED AND SAID, "IF I COULD ONLY READ 字, THEN I WOULDN'T HAVE FALLEN 下 INTO THE 老虎陷阱.

GLOSSARY

中国 : CHINA (THE NAME FOR CHINA MEANS "MIDDLE COUNTRY")

老虎 : TIGER (THIS IS A COMPOUNT WORD. CAN YOU NAME SOME COMPOUND WORDS IN ENGLISH?)

小心 : THESE TWO WORDS TOGETHER MEAN "BE CAREFUL"!

人 : PERSON, PEOPLE, MAN, MEN

走 : WALK, WALKED, WALKING

个 : A MEASURE WORD, SUCH AS "PIECE,", "HERD", "LOAF", ETC. ALL CHINESE NOUNS MUST HAVE A MEASURE WORD IF THERE IS A NUMBER

下 : DOWN

字 : WORD, WORDS

中 : MIDDLE

心 : HEART

小 : LITTLE, SMALL

山 : MOUNTAIN

一 : ONE

上 : UP

国 : COUNTRY

天 : DAY

大 : BIG

墙 : WALL

陷阱 : TRAP

歌 : SONG

城

城築城
下城内

JŌ

shiro	a castle
[ki]	

夕

夕朝夕
立夕方

SEKI

yū **yūbe** (7)	evening

始

年始開
始末始

SHI

haji(**meru**)	(v.t.)	to begin; start
haji(**maru**)	(v.i.)	to begin
haji(**mete**)		for the first time
haji(**me**)(**wa**)		at first
haji(**me**)		beginning

存

存一存
外存在

ZON

~ **jiru**	(v.)	to know; think; suppose (polite)

SON

~ **suru**	(v.i.)	to exist; lie in

射

射発射
損射撃

SHA

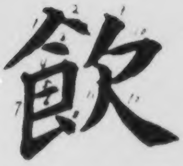
i(**ru**)	(v.t.)	to shoot (an arrow)
sa(su)	(v.t.)	to dart

雲

暗雲風
雲行雲

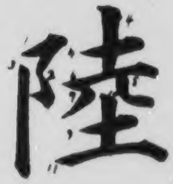
UN

kumo	cloud



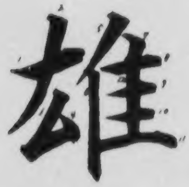
飲酒飲
用飲物

IN		
no(mu)	(v.t.)	to drink; swallow
no(masu)	(v.t.)	to make someone drink; give



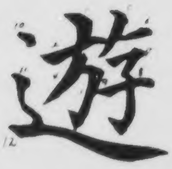
陸上陸
軍陸地

RIKU	land
ROKU	
oka kuga (9)	land



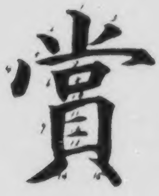
雄英雄
図雄大

YŪ	a hero; influencial person; superiority; [male; bold; strong]
o **osu**	male



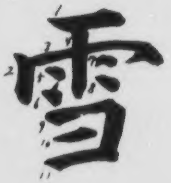
遊夜遊
戯遊休

YŪ		[to play; wander; roam; pleasure]
YU		
aso(bu)	(v.i.)	to play; amuse oneself
aso(basu)		[*a polite verbal suffix*]



賞激賞
罰賞与

SHŌ		a prize; reward
~(**suru**)	(v.t.)	to reward; admire
ho(meru)	(v.t.)	to praise; approve



吹雪大
雪国雪

SETSU		
yuki		snow
susu(gu) soso(gu)	(v.t.)	to wipe away (disgrace)

鹿

雄鹿子
鹿島鹿

ROKU

shika a deer; stag

顔

顔古顔
出顔色

GAN

kao } a face
kanbase (8) }

飯

夕飯朝
飯米飯

HAN

meshi } food; meal; cooked rice
ma(n)ma (2) }
[ii]

児

小児幼
児童児

JI

NI

ko a baby; infant; child

創

創独創
立創案

SŌ

haji(meru) (v.t.) to begin

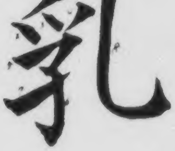
kizu a wound

医

医校医
学医者

I medicine; [a doctor; physician; surgeon]

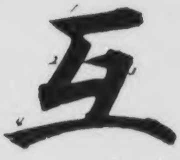
iya(su) (v.t.) to cure



乳母乳
牛乳児

NYŪ

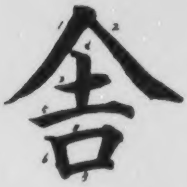
chichi	milk; breasts
chi-	milk



互相互
角互選

GO

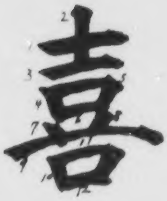
taga(**i**)	you and I; both parties; mutual
~(**ni**)	mutually



田校宿
舎舎舎

SHA

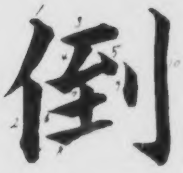
ya	a house; cottage



喜大喜
劇喜怒

KI

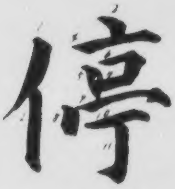
yoroko(**bi**)	joy
yoroko(**bu**) (v.)	to rejoice
yoroko(**bashii**)	joyful; happy



圧倒傾
倒産倒

TŌ
DŌ

tao(**reru**) (v.i.)	to fall
tao(**su**) (v.t.)	to overthrow
saka(sama) saka(sa)	upside-down



停停停
止車電

TEI

todo(maru) (v.i.)	to stop; stay
todo(meru) (v.t.)	to stop

THE TEA CEREMONY (CHANOYU)

Chanoyu is a symbolic, ceremonial celebration of "everyday tea and rice." Chanoyu is not the same as simply drinking tea and did not begin until the latter half of the Fourteenth Century growing out of the tea rituals of Zen temples. Two terms are associated with the tea ceremony: cha-suki (love of tea) and cha yoriai (tea gathering). The first term expresses the relationship between people and objects, and the second, the relationship between people.

As the tea ceremony developed, a reverence for Japanese utensils, both ceramic and simple unadorned stoneware, became important.

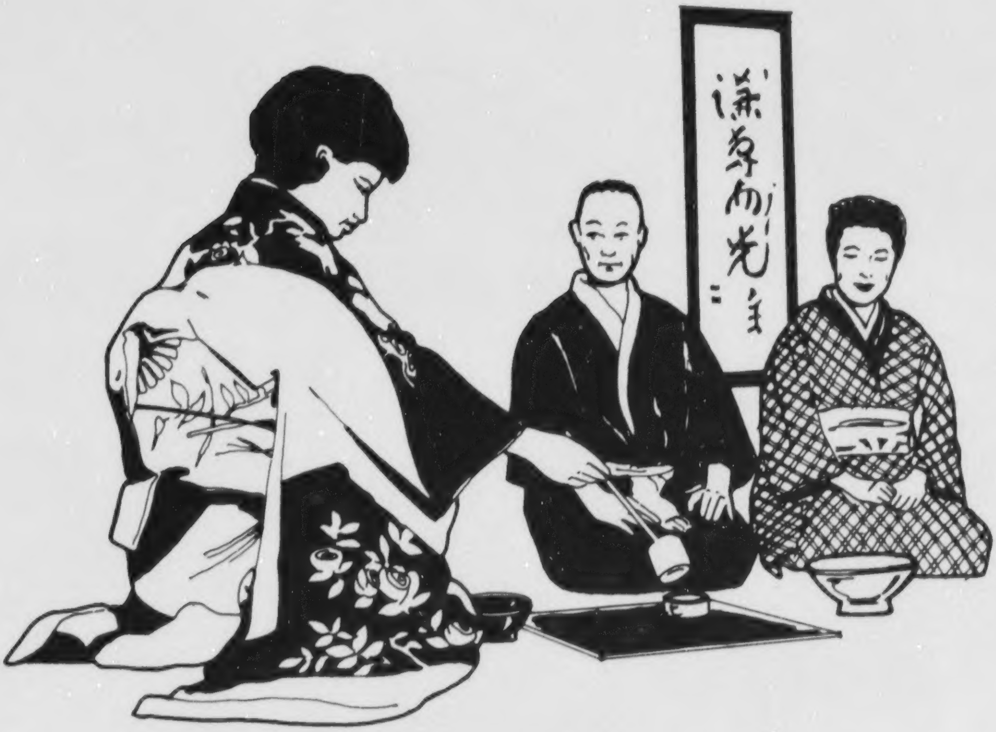
In tea gatherings there has traditionally been a strong element of amusement, where participants compete in trying to distinguish various kinds of tea. Those who can identify the regions where teas were grown received prizes. Participants are expected to behave toward one another with wholehearted sincerity as though the gathering were to be their only encounter in an entire lifetime. The ultimate object of Chanoyu (tea ceremony) is to acquire serenity and peace of mind.

A complete tea ceremony takes about four hours. First the guests are served a light meal. After the meal they often rest in the garden. Then the main ceremony begins, and the guests are served a thick, green tea. Later, they are served a lighter, foamy tea.

Activity

You will need different types of tea (ocha), prizes, display of different flower arrangements, sweets, and a light meal (crackers and cheese).

Students can role play the making, serving and drinking of tea. They can make mats using foam rubber and strips of cloth to sit on during the tea ceremony. Remind students that Japanese remove their shoes before entering a room.



DIRECTIONS FOR ROLE PLAYING

THE TEA CEREMONY*

The tea ceremony dates back to the mid-fifteenth century when a priest, Murata Shuko, devised rules for tea drinking in order that it would be more pleasurable for him. One of the requirements was that the ceremony was to be held in a small bare room only four and a half "mats" in area (about 80 square feet). In addition, it was required that the mind of the participant should be calm and clear.

The tea ceremony is considered an art and as an art must cultivate the four basic Japanese virtues: harmony, respect, purity and tranquility.

Harmony:	The tea master carefully selects the guests who will participate for they must get along well together. Harmony also refers to the sounds of the tea ceremony - the simmering hot water, the sound of the wind in the garden outside.
Respect:	All are equal in the tea room. There is respect for each other and for the master of the tea ceremony as well as for the beauty of the _ikebana_ (the flower arrangement), and for the serene mood of the room.
Purity:	There is no competition between the guests in the tea ceremony, either in their attitudes or in their conversation. All are at one with nature.
Tranquility:	The tea ceremony aims at removing all barriers that stand between a "meeting of the minds."

Usually there are five guests present at the tea ceremony.

1. The guests wash their hands and rinse their mouths.
2. A metal gong is struck several times in succession by the host to signal the guests to enter.
3. The guests enter the room which is bare except for the flower arrangement and a simple ornament in the tokonoma, a small alcove in the room. The guests each admire the flower arrangement and then sit on tatami mats around a low table.
4. On the low table are placed the tea caddy, a china water jug for waste water, a long handled dipper. An iron kettle holds the water which simmers on top of a charcoal fired stove.
5. Small sweet cakes are served to each guest before the tea bowl is passed because of the bitter taste of the tea.
6. The host wipes the tea caddy with a silk cloth, then washes the tea whisk (a bamboo implement which resembles a shaving brush and is used to whisk the tea to a frothy state).
7. The host empties the waste water into the china jug and wipes the bowl dry with a linen cloth.
8. Then the host picks up the tea caddy and begins preparing the tea. With a chashaku, or long-handled teaspoon, the required amount of tea is placed into the tea bowl. Then a dipper of hot water from the kettle is added. The host mixes the tea with the tea whisk.
9. The host places the bowl before the most honored guest.
10. With a deep bow to the other guests, the first guest served holds the bowl in the palm of the left hand and slowly turns the bowl with the right hand three times to admire it. Then the guest drinks the tea with three sips.
11. The other guests are then served, and each follows the same procedure.
12. Conversation following the tea drinking ceremony is light and complimentary.
13. After each guest is served, the host cleanses each item and places them on a tray for removal.

* SOURCE: Around The World: Japan, Dr. Vicki Galloway, State Department of Education, South Carolina.

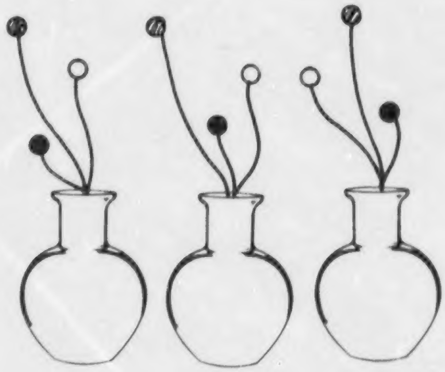
FLOWER ARRANGING (IKEBANA)

Flower arranging (Ikebana) is a very special Japanese art. Many people find joy in the ancient craft and feel it is a celebration of the life force, the unity of the universe and the special impact of a moment in time--the "just now" quality that fresh flowers possess.

Since flowering plants in their natural state grow according to the environment and the order of the universe, they are always beautiful. The moving, living flowers create new impressions continuously and thereby touch us through intuition rather than logic. The purpose of arranging flowers (Ikebana) is to give cut and broken branches the order they had in nature.

Living things continually change. Ikebana suggests the environment of plants produces an atmosphere and reflects the creative spirit of the arranger. The floral plant stretching up from a starting point, a vase, shows the effect of the earth on the lower branch, the air on the stretching branch, and the will of the plant itself on the twig. These three are formally called Ikebana's main branches: Shin, Sae, and Tai. Every attempt is made to give a "natural" look to flower arrangements.

Fundamental Arrangement of Main Branches



Activity

Collect the following materials:

Flowers, plants, leaves, nuts, berries, tree bark, branches, stones, sand, unusual and interesting containers such as vases, bowls, cans, shoe boxes, and bottles. Styrofoam and contact paper will also be helpful.

Have students collect pictures of Japanese flower arrangements and then do arrangements of their own. Display these arrangements in the classroom, cafeteria or display case.

66

LIVING TREASURES

Japan has a living treasure program in which people with rare talent or skills are designated "Living Treasures" and given support by the government. Their achievement may be an art form, a commercial activity or a recreational pastime. The purpose is to preserve the old ways for future generations.

Activity

Have students research the "Living Treasures" of Japan and report their findings to the class.

Have students identify people in Oklahoma who have a skill, a talent, or knowledge of the past. Ask students to explain how these people are "Living Treasures". Examples might include a person who still traps for a living or someone who spins yarn and makes it into clothes.

After Oklahoma "Living Treasures" have been identified, students might invite them to school to demonstrate their skills, or individual students might write or record interviews with them.

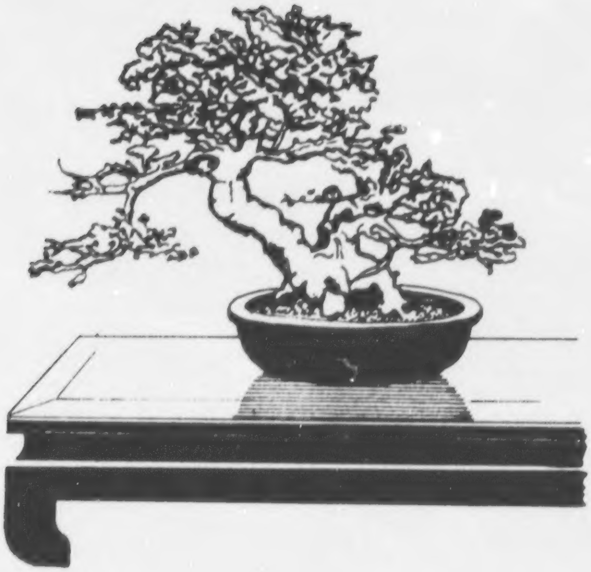
JAPANESE GARDENS

Although Japanese gardens have varied through the centuries, reverence for nature has always been a principle of the art. Western gardens are more symmetrical than those of Japan and are planned for active use, superimposing a human sense of order on a natural one. Gardeners in Western nations do not plant gardens which are microcosms of nature, but rather create settings using garden plants which please them. When most Oklahomans want to see nature as it exists, for example, in the mountains or the sea, they plan a vacation there, but do not usually try to recreate such an atmosphere in their gardens.

The Japanese, on the other hand, have been greatly influenced by the Shinto religion, a system of nature and ancestor worship. A major Shinto belief is that of the supremacy of the order of nature. Asymmetrical balance is preferred in Japanese gardens because the Japanese do not believe that nature ever creates scenes of two identical halves. In contrast, nature balances light and shadow, youth and age, frailty and strength. Traditional Japanese gardens are carefully planned to look unplanned. Objects exactly alike, such as matching cone-shaped evergreens on each side of a porch, will not be used. Instead, tall will be balanced with short, dark with light, blossoms with greenery in a careful effort to affirm man's unity with nature and to offer quiet, natural settings for peace and contemplation. Bonsai trees, which are near-perfect miniatures of the full-grown plant, are produced by pruning branches and roots. These are sometimes used in small gardens to create a microcosm of a natural setting.

Activity

Have children plant a "box garden" which includes a small pond, miniature trees and bushes. Encourage experiments with size, light, youth, age, etc.



PAPER FOLDING

Origami was first used in ceremonies in Japan during the Middle Ages. Shrine maidens folded symbolic decorations to be used as offerings. The present day art of paper folding began during the Muromachi Period (1336-1568). Most school children in Japan are able to create a myriad of items from origami paper.

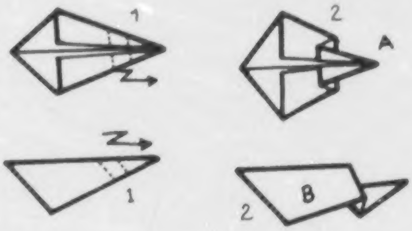
Activity

Duplicate the following pages for distribution to your students. After they have studied the different techniques of folding and the diagrams of objects, have them practice duplicating one or more of the objects pictured. When they have become proficient, have them create an art object of their own.

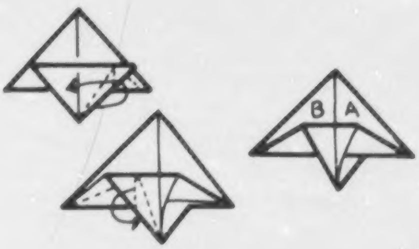
ORIGAMI

The techniques shown here are important, but they do not cover all of the folding methods used in origami. The important thing at this stage of origami learning is to master a few methods instead of trying to become superficially acquainted with a large number.

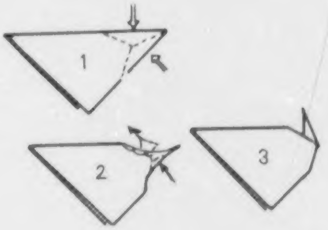
STAIRSTEP FOLD: As the name indicates, this step fold is made by combining a valley and a peak fold to form a kind of pleat. Made in a series, the stairstep fold produces lovely accordion pleats. Made on slanting lines, the stairstep fold becomes something similar to the pocket fold (B).



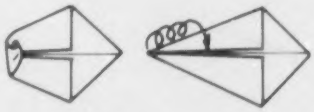
PULL FOLD: This fold, used to make the tip part of an angle slender, is often found in tails of origami animals or in the heads of origami human figures. In some cases, the paper is pulled forward as in A and B; in others the paper is tucked inward. In either case, the fold is easier to make if proper creases are made beforehand.



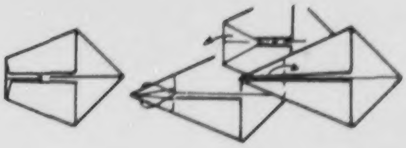
PINCH FOLD: Like the pull fold, the pinch fold is used to narrow part of a corner, though in the latter there is no pleat or step as there is in the former. The fold is complete at step 2; depending on the nature of the paper, this fold can produce great stability. The narrow tip can, however, be folded further to produce the shape in step 3.



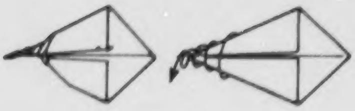
CURLING: As a finishing touch for flower petals, animal tails, or moustaches, curling is most effective.



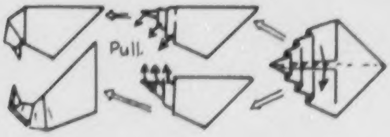
INSERTING: For a good example of the effectiveness of this technique, see the bottom of the sailboat included in this section.



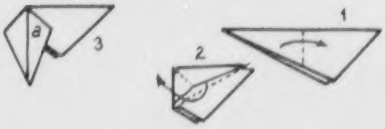
TWISTING: This is especially good for use with foil papers.



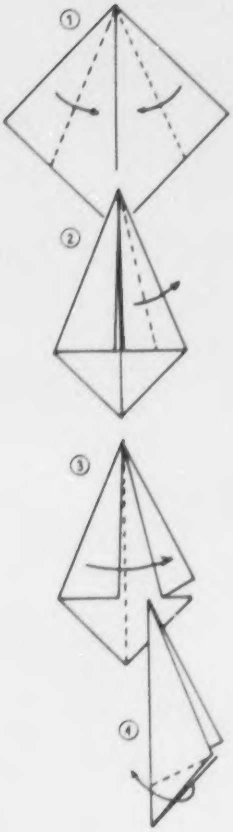
PULLING: Interesting effects result from pulling series of stairstep folds.

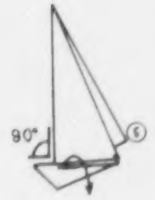


SQUASHING: This technique is widely used. If side (a) of step 3 were to be turned to the left, the effect would be that of a pocket fold.

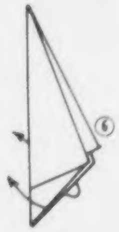


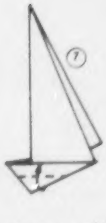
Sail Boat



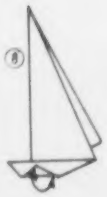


Temporarily return to its former position.

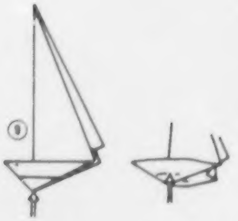




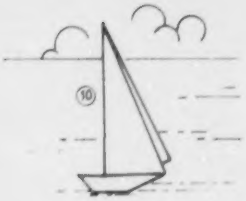
Crease well.



Make a hood fold on the creases.

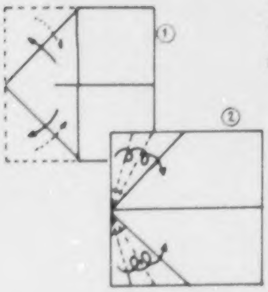


Insert by folding on these creases.

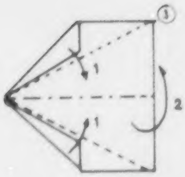


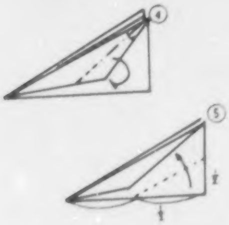
Jet

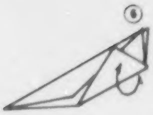
1 Temporarily return the folded parts to their original positions.



2 Dividing the two angles at the center of the left side into three equal parts each, fold over and over again.

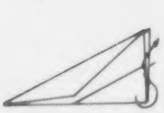


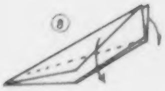


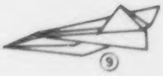


3 Fold in numerical order.

6 Crease well.



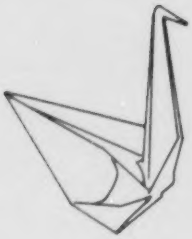




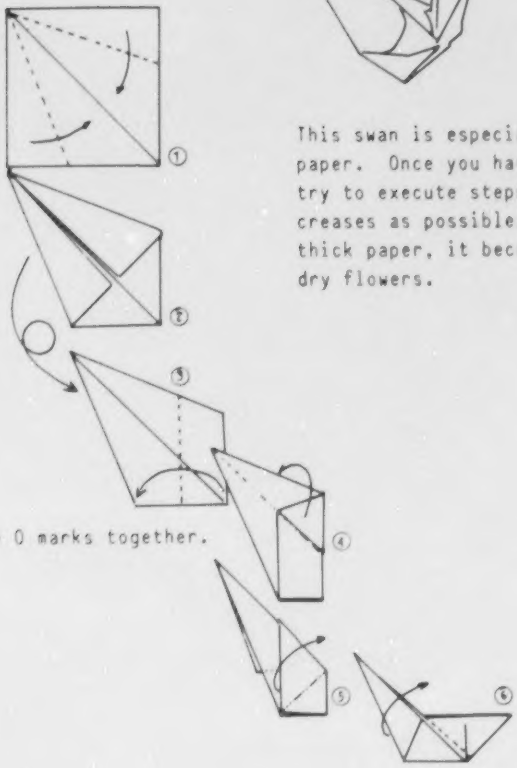
7 Using the creases made in the preceding step, make a pocket fold.

PAPER JET NUMBER ONE
I have nicknamed this the Concorde.

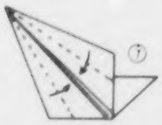
Swan



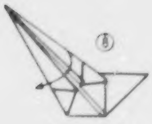
This swan is especially effective made of pale-color paper. Once you have learned the folding method, try to execute steps 3 through 8, making as few creases as possible. If you make the swan of slightly thick paper, it becomes an attractive container for dry flowers.



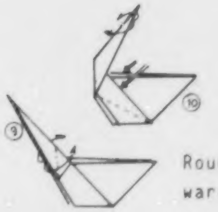
Bring the O marks together.



Return to its
former position.



Hood fold



Round the wings outward at their bases.

FORMS OF DRAMA

Noh Drama (Samurai Theater)

The origins of Noh, Japan's oldest theater form, go back to ancient times, but really began to flourish in the fourteenth century. Kabuki and Bunraku were theater forms designed for the common people, whereas Noh was intended for the warrior or samurai class.

Noh is a lyric dance, a drama performed on a special stage to the accompaniment of music. Male actors perform all the roles. They wear masks and perform the slow dance movements without speaking. Noh singing, called Yokyoku, is also presented as an independent art form. There are about 250 Noh plays grouped into five main categories: shim (God), nan (man), nyo (woman), kyo (madness), and ki (demon). Buddhist tradition and thought are apparent in many of the plays. The elaborate masks and costumes used in Noh theater create a profound dramatic experience.

Bunraku (Puppet Theater)

Bunraku is a form of puppet theater which began in the seventeenth century. On stage each puppet is manipulated by three puppeteers who wear black robes with a flap that covers their faces. One puppeteer controls the puppet's head and right hand, one the left hand, and still another, the feet. The puppets act out the drama accompanied by a joruri (chant) and the music of shamisen (a stringed instrument).

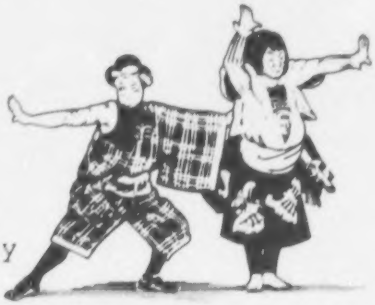
Kabuki (Theater of the Common People)

Kabuki is a popular dramatic form which has been popular since the seventeenth century. Although Kabuki borrows heavily from the classical forms of Noh and Bunraku, it has become more popular than either.

Kabuki has several unqiue points. One is the hanemichi, a long narrow walkway from the stage to the back of the theater which allows actors to come in close contact with the audience. The mawai butai (revolving stage) allows scenes to be changed very quickly.

Music and dancing are fundamental to Kabuki performances. Several shamisen (three-stringed, lute-like instruments) are used as accompaniment. All roles are played by men wearing masks. Although designed for the common people, Kabuki plays can be about either the warrior class or the common people.

Passed on from father to son, training for the Kabuki is a tradition which begins at an early age and which requires discipline and commitment.



Activity

Discuss the various kinds of Japanese theater with the class. Then ask children, working in groups of five, to plan short Kabuki scenes to present to the group. The scenes should include as many elements of Kabuki drama as possible; including masks, kimonos, stringed instruments, chanting, etc.

WRITING POETRY

Tanka is one of the oldest forms of Japanese verse, probably originating about the fifth century. It had already existed for several hundred years when it was included in the first Japanese anthology, the Manyoshu in the eighth century. The tanka consists of 31 syllables arranged in 5 lines in a 5-7-5-7-7 pattern. Tanka focuses upon one specific happening or event which is compressed into a single mood, idea, or image.

Sample: Peaches are sunshine,
Fragrant of June days and nights.
Gold nectar of gods,
Tasting of warm summer days,
Of blue skies, clouds, and daydreams.

A more recent form of Japanese poetry which is better known in America is haiku. Composed of 3 lines of 17 syllables arranged in a 5-7-5 pattern, haiku is not a shortened tanka, but a complete form of its own. Haiku originated in the sixteenth century, long after tanka had been recorded as an art form. Haiku, like tanka, however, is designed to compress experience into a single thought or image. The third line of the haiku is often a conclusion, solution, or comment, which completes the first two lines.

Sample: Blackbirds fly away;
Their journey begins each fall.
But where do they go?

Activity

Have children write tanka or haiku.

THE DAILY FOUR - JAPANESE STYLE

The Japanese diet includes foods from all four basic food groups: milk, meat, vegetable/fruit, and bread/cereal.

Milk Group

Milk is not a favorite food in the Japanese diet. They prefer fish, softened fish bones and vegetables as alternate sources of calcium.

Meat Group

Popular main dishes include sukiyaki (skee-ya-kee), beef with vegetables cooked lightly in a sweetened soy sauce; teriyaki (teh-ree-yah-kee), fish marinated in soysauce and broiled; and tempura (tem-per-ah), fish, shrimp and vegetables dipped in batter and fried in oil.

Fish and shellfish, both raw and cooked, provide a large part of the protein in the Japanese diet. Beef, poultry and eggs are also used by those who can afford them. Soybeans provide a valuable and inexpensive source of protein and B vitamins.

Vegetable/Fruit Group

Favorite vegetables include pickled white carrots, salted cabbage, dried mushrooms and both sweet and white potatoes.

Soybeans are also important in this food group, and they appear in many forms. Among them are tofu (toh-foo) bean curd, used for soups and stews; steamed or fermented beans; and miso (mee-so) or bean paste. Still another form of soybeans is shoyu (show-you) or soysauce, which has become a favorite seasoning.

Vegetables are often stir-fried to retain color, texture and flavor. Often they are cooked at the table on a hibachi or in a wok. The Japanese cook vegetables with little or no liquid in the shortest time possible, which helps retain adequate amounts of Vitamin A and C. Fresh fruits such as manadarin oranges are ordinarily served for dessert.

Bread/Cereal Group

Rice is the staff of life for the Japanese. It is served at most meals, plain and unflavored. Various kinds of noodles are also frequently used for meals and snacks. Younger Japanese, who have traveled abroad, may also eat bread and other cereals.

The Art of Japanese Food

Traditional meals are served at low wooden tables where diners sit on cushions or on the mat-covered floor with their legs tucked under them. Green tea is customary with all meals and is also served between meals. The Japanese do not use a matched set of dishes as is our custom. Each dish is selected to enhance the food it contains. Chopsticks are used for stirring, serving and eating most foods.

The Japanese believe food must please the eye as well as the palate. Meat, fish and vegetables are therefore cut uniformly and precisely into bite-size pieces and neatly arranged on dishes and trays.

Japanese cooking develops flavor while preserving the individuality of each ingredient. The Chinese, on the other hand, blend flavors.

Each dish is a work of art, a harmony of color and texture requiring long preparation and minimal cooking. The Japanese like to follow the seasons with their food, both in what they prepare and in how they decorate the food. In spring, a carrot will be cut to represent a flower and in autumn, it will be cut to resemble a leaf. Light bamboo utensils and dishes are used during the summer and heavy wooden ones are used in winter.

A Japanese breakfast consists of a little rice, dried seaweed, raw fish and tea. Soup and rice are traditionally served with the meal at lunch and dinner. The Japanese usually do not serve salads, but pickled vegetables may be provided as appetizers.

There are many restaurants in Japan plus a variety of speciality places to eat that offer, respectively, sushi, tempura, sukiyaki. In addition, there are coffee bars with snacks and music and sake bars that also serve appetizers. Places called "sunakkubaa" are open all night. Pronounce "sunakkubaa," and you will discover that it is the Japanese adoption of "snack bar."

Activities

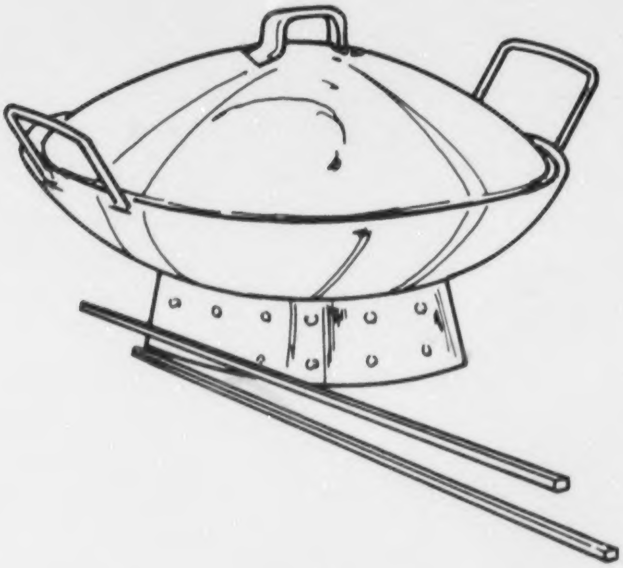
Plan the following experiences:

Drink green tea while sitting on the floor in traditional Japanese style.

Stir-fry foods in a wok.

Practice using chopsticks to eat Gohan (go-han), fluffy boiled rice.

Try the recipes for sashimi and teriyaki skewers.



Using Chopsticks:

Place one stick in the V formed by thumb and first finger and press it against the end of the third finger. This chopstick remains stationary. Place the second chopstick between the thumb and first finger and move it with the tip of the second finger to open and close over a piece of food. "Good Luck!"

SASHIMI

1 large icicle radish ("daikon") or substitute horseradish

1 small peeled carrot

1 pound fresh fish: tuna, white seabass, halibut, etc.

Seasoning sauce *see below*

Shred radish and about half of the carrot and mix; place in ice water. Rinse fish with cool water and pat dry with paper towels. Cut away any dark portions, then cut bite-size slices of remaining flesh as follows: cut lengthwise strips about 1" wide each, as many as size of fish indicates. Then place a strip on a cutting board and, cutting across the grain with a sharp knife, cut very thin strips not more than ¼" thick.

Drain radish-carrot mixture and arrange on chilled serving plate. Transfer fish slices by spatula to the plate, one row at a time, and arrange over vegetable mixture with uneven number of slices in each row, according to Japanese custom.

To eat, one dips a slice into seasoning sauce and eats.

*Seasoning Sauce: 2 tbsp. prepared horseradish
1 tsp. powdered ginger
1/2 c. soy sauce

SOURCE: Around The World: Japan, Dr. Vicki Galloway, State Department of Education, South Carolina.

TERIYAKI SKEWERS

(Semi-authentic but easy to obtain ingredients and easy to prepare.)

Clean button mushrooms, boil for about one minute, and let them marinate in a mixture of 1 cup soy sauce plus a generous tablespoon horseradish.

Marinate beef cubes and pineapple cubes in a mixture of:

soy sauce + water (half and half, one cup each)
4 teaspoons ginger
1 clove garlic, minced

Overnight marination is preferable; or 6 to 8 hours unrefrigerated.

Thread on skewers and broil quickly, turning once. May be served with fresh mandarin orange segments if desired, or other small, sweet orange resembling the winter orange in Japan that is a favorite treat to consume during a social evening with good friends.

SOURCE: Around The World: Japan, Dr. Vicki Galloway, State Department of Education, South Carolina.

ART

Art in Japan is not reserved to those who are especially talented. The widespread interest in art reflects the values of the educational system, as well as the fact that the Japanese feel very close to nature, everyday life and religion.

Gardening and the tea ceremony, for instance, formalize ordinary matters of everyday life. Paper folding or origami is very popular. A formal meal is artistically arranged by shape and color, presenting a feast for the eye as well as the appetite. The spirit of the greatest paintings and literature is closely related to the spirit of Buddhism, which emphasizes harmony, serenity and restraint. Buddhism also influences manners, dress and home decor, which are both restrained and beautiful.

An interest in the arts is an important part of Japanese life extending even into commercial enterprises. Large department stores reserve their top floors for art galleries, and from time to time, exhibit paintings and sculpture from various periods. Workers, as well as professional people, attend such art exhibits during their lunch hours. Popular interest in the arts is also reflected in many books, magazines and newspapers.

Activity

Allow children to experiment with a variety of Japanese art forms, choosing some samples from photographs, slides, etc. (Some sample materials are available from the Social Studies Specialist at the State Department of Education.)

FESTIVALS AND HOLIDAYS

In Japan various festivals are held at Shinto shrines, Buddhist temples and in private homes. These festivals include both traditional and popular ways of celebrating religious symbolism. Festivals are never celebrated for sheer pleasure and enjoyment alone. They originated from deep-seated religious beliefs and came into being as a form of worship. The traditional festival is composed of three elements: (1) welcoming the deity, (2) communicating with the deity and (3) bidding the deity "farewell".

Major national holidays include the following:

January 1 - New Year's Day

On New Year's Day people go to shrines and temples to show respect for their ancestors and to pray for safety and good luck. They also visit relatives and friends to exchange New Year's greetings during the early part of January. Most stores and offices are closed through January 3.

February 11 - National Foundation Day

The anniversary of the accession of Emperor Jimmu is a great national holiday. It commemorates the accession to the throne of Jimmu Tenno, the first emperor of Japan, which occurred in 660 B.C. A court luncheon is given for high officials; fireworks are displayed; and speeches are made about Japan's place among the nations.

March 3 - Doll Festival

The Hinamatsuri, or Doll Festival for Girls, is almost one thousand years old. The dolls used in traditional displays are definitely not everyday children's toys. Sets of dolls are handed down from generation to generation. A set is made up of fifteen dolls dressed in formal classical court costumes.

April 29 - Emperor's Birthday

Tencho Sitsu is the birthday of the reigning Emperor--Emperor Hirohito, the 14th ruler of Japan. It is observed with offerings and prayers to the imperial ancestors and with services at the Imperial Shrine. Also, the Palace is open to the public.

May 5 - Boys' Festival

The Tango-No-Sekku, Boys' Festival, is dedicated to the boys of Japan. It is observed by all families blessed with male heirs. In many parts of Japan, especially in rural districts, tall poles are set up near the houses. Large red and black paper or cloth carp kites fly out strongly in the wind, reminding young lads that they must be as strong as the carp when it climbs the waterfall. Today both the Doll Festival and Boys' Festival are combined in many families, and May 5 has become a national holiday, known as Children's Day.

Other Special Holidays and Festivals

January 15 - Adult's Day
Honors young people who have reached 20 years of age, voting age.

February 1-5- Snow Festival at Sapporo.

March 21 - Vernal Equinox Day
Celebrates the coming of spring; people visit ancestral graves.

April 8 - Hana Matsuri or the Flower Festival
Celebrates the birthday of Buddha.

May 3 - Constitution Day
Commemorates Japan's new peace constitution, a postwar creation.

June 14 - Rice-Planting Festival at Osaka.

July 16/17 - Gion Festival at Kyota.

September 15- Respect for the Aged Day
Honors aged people with many celebrations.

September 23- Autumnal Equinox Day
Celebrates the first day of autumn and venerates one's ancestors.

October 10 - Health-Sports Day
Encourages people to enjoy sports, thus building up a healthy life.

November 3 - Culture Day
Encourages people to love peace, freedom and culture. Also, it is the birthdate of the Emperor Meiji who ruled Japan from 1864-1911.

November 23 - Labor Thanksgiving Day
Celebrates a good harvest in the country-side.

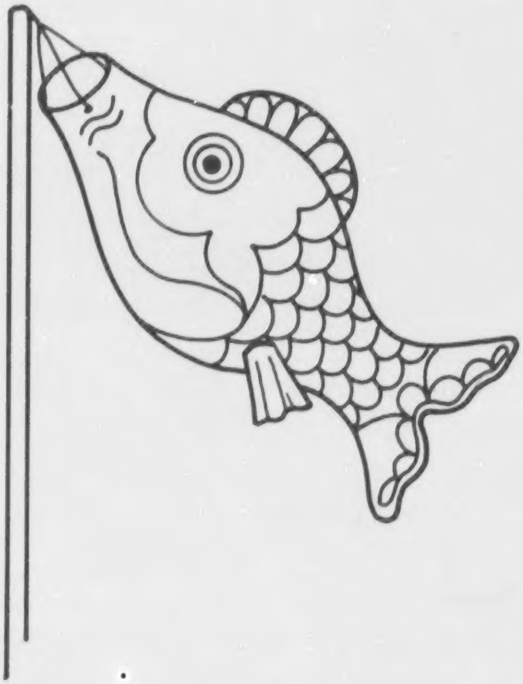
Activities

After giving an overview of Japanese festivals, have students compare Japanese holidays to similar American celebrations.

Have students write brief research papers on Japanese holidays.

Have students role play Japanese holidays.

Have students make carp kites (instructions follow).



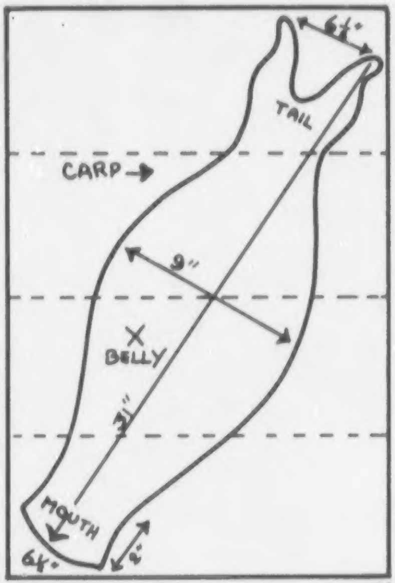
TANGO-NO-SEKKU

Instructions for Carp Kite

The following materials will be needed: colored or white tissue paper (usually comes in sheets 20" x 29 3/4"), a strip of oaktag or 1-ply bristol board, tempera paint and brush or colored felt pens, old newspaper, rubber cement, darning needle, carpet thread, ruler, pencil, scissors.

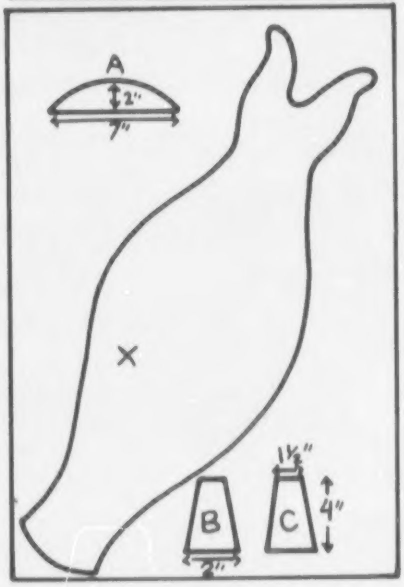
1. Spread one sheet of tissue paper lengthwise on table and copy carp body shape at right along paper's diagonal. NOTE: The dotted lines dividing paper into quarters are included only as a guide to help you copy the pattern shapes. The body is basically oval, and measures 31" (in example) from mouth to tail and 9" across widest part of belly. Mouth, which must curve outward as shown for the last 2", is 6½" wide at the end. Carp may be made any size as long as the basic pattern shapes remain the same.

2. After drawing carp, turn paper over and make light pencil X on back of carp's belly. Then turn paper right side up again.

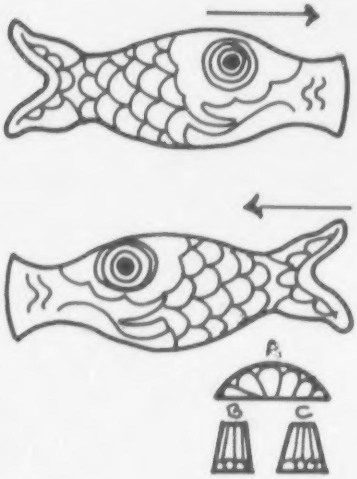


3. In the space around carp body, draw shapes A, B, and C as shown. A is back fin, measuring 7" long, 2" wide at peak. Fins B and C are both 4" long, 2½" wide at the bottom, and taper to 1½" at top.

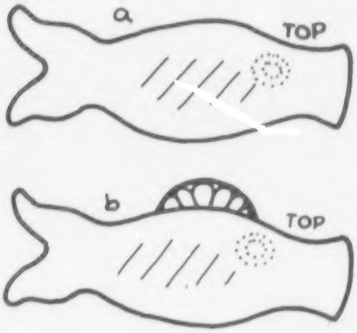
4. After drawing all shapes on first piece of tissue, place a second sheet of tissues on top of it, line edges up evenly, and tape corners. Then with pencil, trace over the body and fins B and C (do not trace over shape!) which show through from underneath.



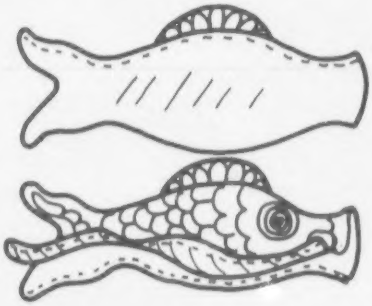
5. Spread newspapers over table (because paint bleeds through tissue paper. Place both halves of carp X-sides up on newspaper, alongside all four B and C fins and single shape A. With paint or felt pens, decorate pieces as shown, or make up your own designs. NOTE: When design of front of fin A is dry, turn it over and decorate back as well; this is the only piece decorated on both sides.



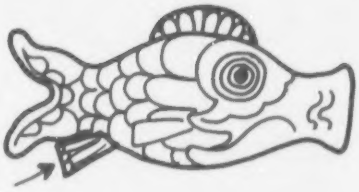
6. When designs are dry, place one half of carp body decorated side down on table. Spread ½"-wide border of rubber cement onto center of top edge, as shown (dotted lines, [a]). Press flat edge of fin A onto glue as shown, so curved top sticks up above carp's back (b).



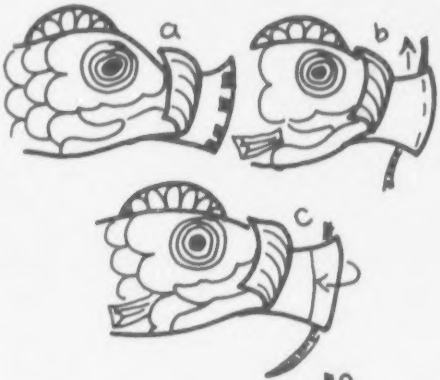
7. Spread ½"-wide border of glue (dotted line) along top edge of body. Spread glue right over bottom of fin A (a). NOTE: Do not spread flue on ends of tail or ends of mouth. With decorated side up, press second carp over the first, pressing along glued top border. Fin A is now sandwiched between two halves of carp. Lift top carp, spread glue along bottom edge (b) of bottom carp (not on tail or mouth), and press sides together.



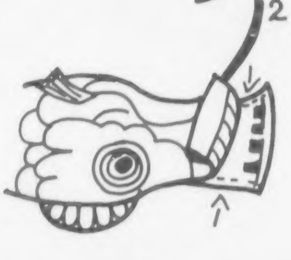
8. Turn four fins B and C decorated sides down on table. Spread ½"-wide strip of glue across narrow (top) end of each fin. Place carp flat on table and press glued ends of two fins in place as shown, one just behind gills, one just in front of tail. Turn carp over and glue two remaining fins in place.



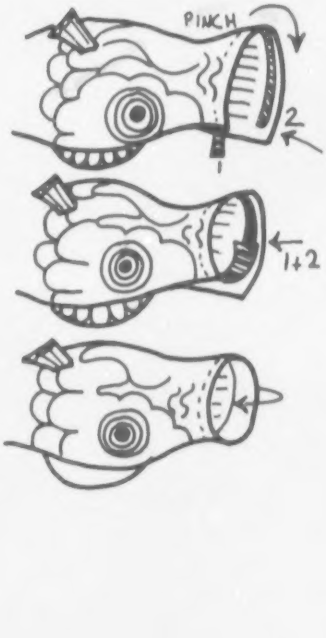
9. Cut strip of oaktag or bristol board 12" long, 3/8" wide. To glue mouth into a ring, place carp flat on table as shown. Spread apart ends of mouth and brush 1"-wide strip of glue (dotted lines) across inside of bottom half (a). Press strip onto glue, leaving ½" of strip sticking out over top edge of mouth (arrow, [b]). Fold glued tissue edge over onto strip, covering it (c).



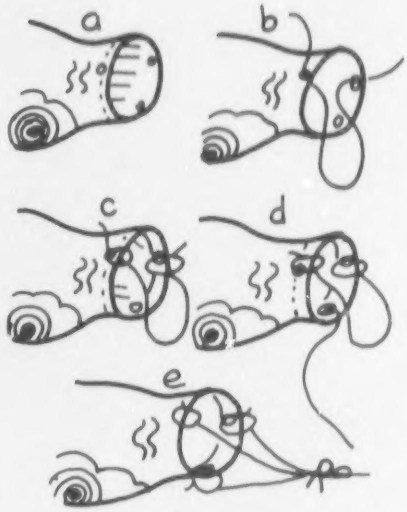
10. Turn carp over so covered strip is on top. Gently bend strip back as shown. Spread 1"-wide border of glue (dotted lines) across inside of bottom half of mouth. Also spread ½"-wide border of glue along each side of mouth (arrows) until you reach previously joined edges (step 7).



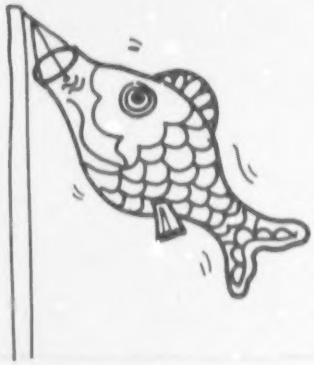
11. Pinch together glued top sides of mouth as shown. (Bottom sides are joined in following step.) Bend loose end (2) of strip down as far as it will easily reach, so top edges of mouth meet. Press strip flat onto glued bottom as shown (a). Then bend short strip end (1) up and glue it flat, slightly overlapping end 2. This will make a ring in the mouth (b). Fold glued mouth bottom over onto strip, completely covering it. Pinch bottom sides of mouth (arrows) together, overlapping the tissue edges and glueing them to covered ring. Mouth should now be an opened, completely covered ring (c).



12. With pencil, mark three evenly spaced dots on mouth ring (a). Thread darning needle with piece of carpet thread 12" long. Stitch into one mark and, holding one end of the thread in this hole, stitch across carp's mouth and out one of remaining holes. Remove needle (b). Tie each end of the thread to the ring in a double knot. Try to keep ends of knot short, in order to leave long piece of thread curving up in loop as shown (c). Thread darning needle with 7"-long thread and stitch through remaining hole. Remove needle, tie one end of thread to ring in a double knot (d). Pinch looped thread in half and tie remaining end of single thread to center in double knot as shown (3). NOTE: Keep all three legs same length.

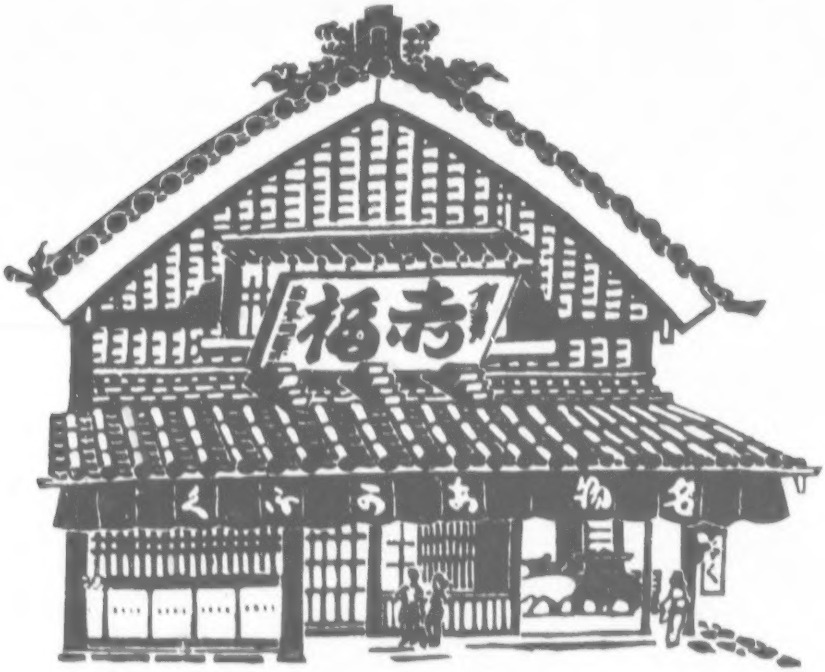


13. Tie thread loop onto a stick, pole, or tree outside and carp will fill with wind.



WOODBLOCK PRINTING

Woodblock printing originated during the Suiko era (592-628). The printing of Buddhist scriptures (sutras) in black ink later became important, and it was believed that the more images of Buddha one stamped, the closer one would be to heaven. Prints were also used to illustrate stories, and woodblock printing eventually developed into a highly specialized art. Japanese woodblocks are made from wood that is cut vertically along the grain and then carved with a very sharp knife. Certain colors of ink are very effective when used to make a print. For example, black, gold and white are a magnificent combination.

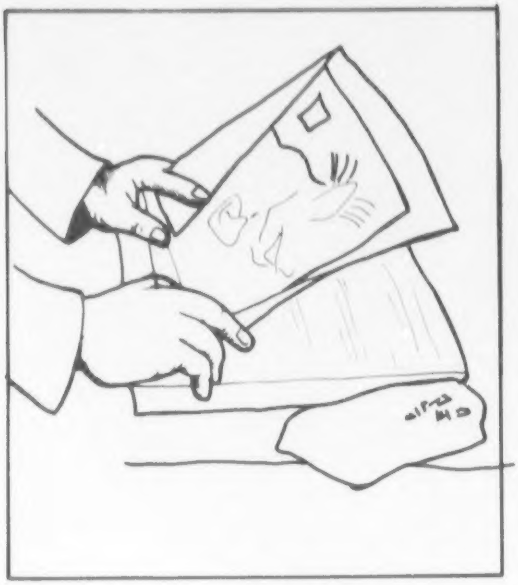


Activity

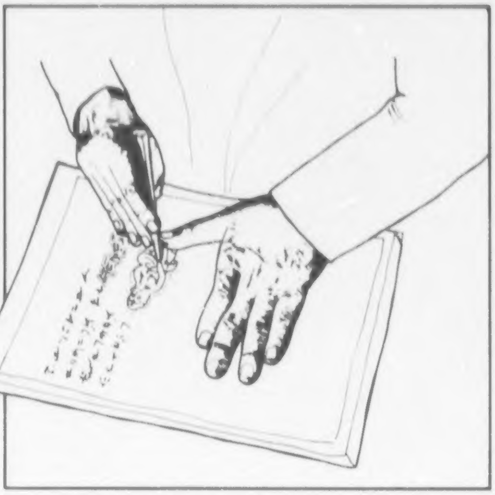
To make woodblock prints you will need pieces of wood (4" x 6"), pencils, tracing paper, brushes, paste and/or glue, alum and paints (water colors). Other materials that could be used instead of wood include potatoes, polystyrene foam, onions, green peppers or cardboard.

Give the following directions to students:

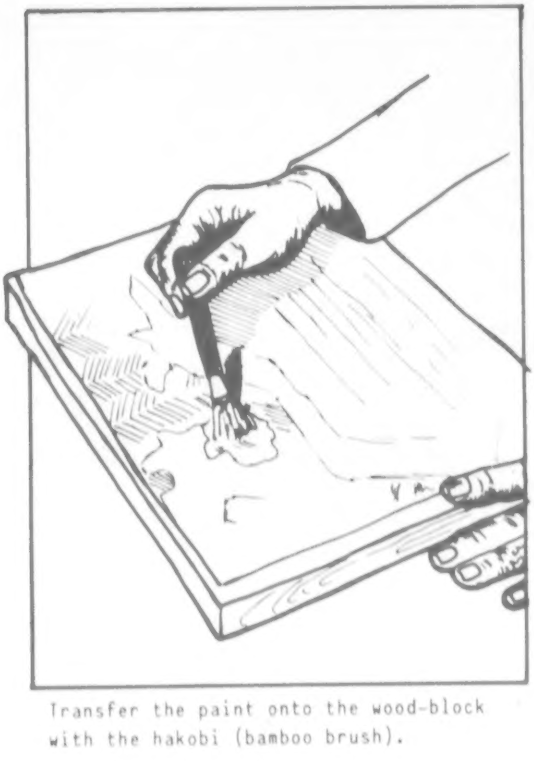
1. Draw a design (keep it simple) on tracing paper, then paste the tracing paper on the block of wood. The design should be pasted face down and not be removed even if it wrinkles. Let the pasted design on the woodblock dry naturally in a shaded area.
2. After the tracing paper has dried on the woodblock, place a towel under the block of wood to prevent abrupt movements. Using a sharp knife, very carefully carve around the design.
3. To remove the tracing paper, dampen the block with a brush and water and gently tear off the paper.
4. Next treat the paper you will use for printing your design with a mixture of glue and alum and let it dry.
5. Mix 1/2 teaspoon of glue to one cup of water color paint. Spread this mixture on woodblock design and then print your design on the paper you treated.



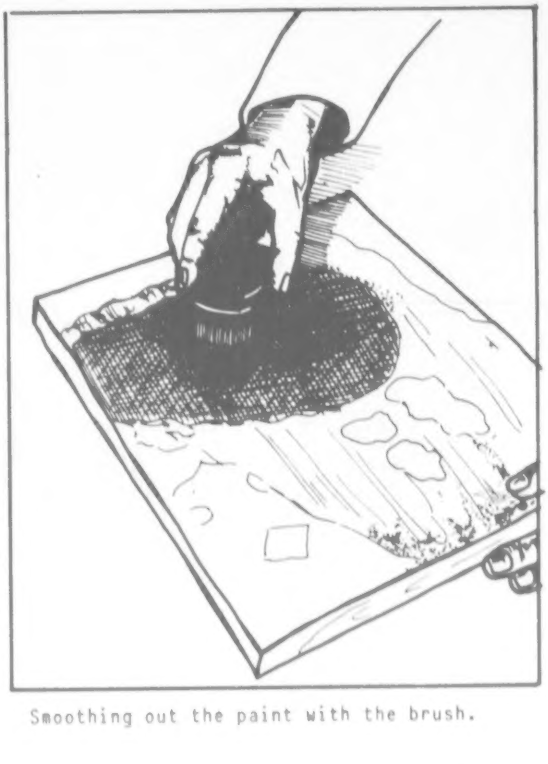
Pasting the "Honegaki" onto the board.



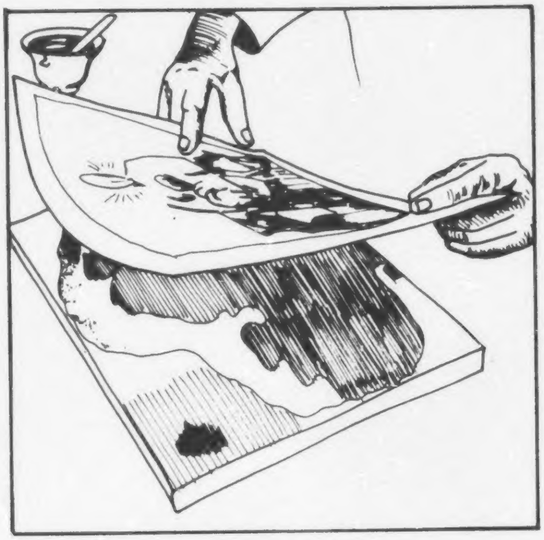
First of all, carve both sides of the lettering with a round chisel.



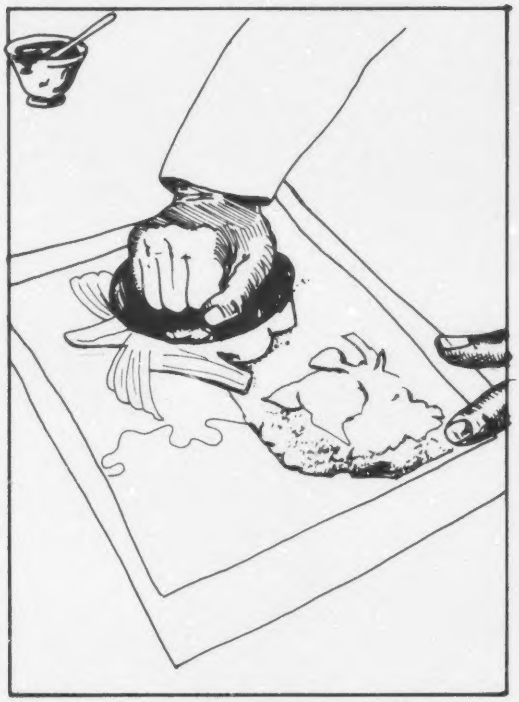
Transfer the paint onto the wood-block with the hakobi (bamboo brush).



Smoothing out the paint with the brush.



Placing the paper to the "Kento" (key marks).



Rub the surface with your baren evenly and when you start to see the impression slightly through the paper, stop the rubbing.

ADDITIONAL ACTIVITIES

Travel Display Kit

Ask students to collect Japanese souvenir articles such as fans, chopsticks, kimonos, origami, etc. from home or from friends. Display these articles with a Japanese book display. As students complete activities in the study of Japan, add student-made products to the display.

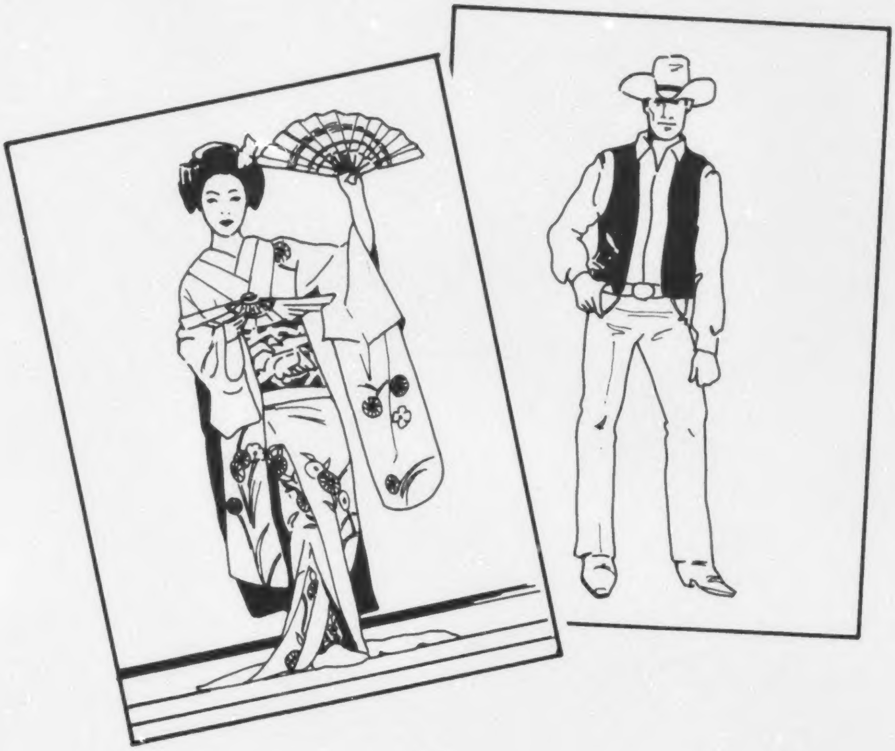
Postcards

You will need travel brochures, books, slides, and other resource materials about Japan; construction paper (4" x 6" or 5" x 8"); crayons or colored markers.

Have students browse through resource materials about Japan. Students may then create an original postcard depicting some aspect of Japanese culture. Postcards could show traditional dress, gardens, origami, food, tourist attractions, shrines, rice fields, etc. Encourage students to include on the back of the card a brief description of the scene. Students may then "mail" their postcards to one another.

If you have contact with a school in Japan, your students might enjoy exchanging "postcards" with Japanese students. For this activity have your students make postcards of Oklahoma to send to their Japanese correspondents. Ask students to write pen-pal letters on the backs of the cards. Arrange for the Japanese students to do the same. Ask students to share the postcards they receive with the class.

If an exchange with Japanese students is not possible, have each student make two postcards--one from Japan and one from Oklahoma. Encourage the idea that the two postcards should compare and contrast similar areas of life. For example, one postcard could depict an Oklahoman in traditional western attire while the Japanese postcard could show someone in a kimono. Ask students to present and discuss the designs on their postcards.



Mini-Textbooks

You will need construction paper and plain white paper. Have children produce mini-textbooks unit by unit as you study Japan. This will give students a final product which will highlight the facts they have learned. Prepare guidelines for students before the study begins. Suggest they include necessary information they would use if they were teaching the unit on Japan to a class. A general format might include the following:

1. Title page
2. Table of Contents
3. Chapter One - Geography
4. Chapter Two - History
5. Chapter Three - Culture
6. Chapter Four - Education
7. Chapter Five - Government
8. Chapter Six - Economics

At the end of each unit, allow students time to write a chapter for the mini-text. When the booklet is completed, have students make covers from construction paper and bind the booklets. Put these "textbooks" on display for all to see.

You may wish to duplicate copies of the best booklets to serve as resources the next time you teach about Japan.

JAPANESE WORDS AND PHRASES

Pronunciation Guide

Consonants are pronounced generally as in English. Vowels may be pronounced according to the following guide:

A as a in father	san
E as e in bet	sake
I as i in machine	kimono
O as o in most	obi
U as oo in hood	mura

However, when lengthened,

Û as oo in mood	Honshû

Vowels are of short duration; long vowels, marked ^, have twice the value.

Note also the following diphthongs:

AI as ai in kaiser	samurai
EI as ei in rein	geisha

A few consonants are separated from their following vowel by an intervening "y." The three-letter combination is treated as a single syllable. Thus Kyûshû is pronounced like the combination of the English words "cue" and "shoe." The "kyo" in such words as Tôkyô has the "ky" sound of "cue" plus the final "o." Note also that "sh," "ch," and "ts" are to be considered single consonants.

Everyday Expressions

O-hayô gozaimasu	Good morning
Kon-nichi wa	Hello (when meeting during day)
Kom-ban wa	Good evening
Sayônara, sayonara	Good-by
O-yasumi nasai	Good night
O-genki desu ka	How are you? (Are you well?)
Ikaga desu ka	How are you?
Okawari gozaimasen ka	How are you?
(O-kage sama de) genki desu	Very well (thank you)
(Dômo) arigatô gozaimashita	Thank you (very much)
(Dômo) arigatô gozaimasu	Thank you (very much)
(Dômo) sumimasen	I'm sorry. Excuse me. Thank you.
Osore irimasu	Thank you. I beg your pardon.
Shitsurei itashimasu	Excuse me. (I have to leave now)
Shitsurei itashimashita	I beg your pardon. (When a social offense has been committed.)

Gomen nasai	Excuse me. I beg your pardon.
Gomen kudasai	Excuse me. Also, Hello! (when calling, to make it known you are at the door)
Okurete môshiwake gozaimasen	I'm sorry to be late.
Moshi moshi	Hello (when answering the telephone or calling out to attract someone's attention)
Anata wa donata desu ka	What is your name?
Watakushi wa ___desu	I am _______. (Never use -san when giving your own name.)
Watakushi wa ____ to môshimasu	I am ________.
Hajimemashite	I am pleased to meet you.
Dôzo yoroshiku (o-negai itashimasu)	I hope we'll be friends. (Said when being introduced to someone. Also, when a favor has been asked, I hope I can count on your help.)
Irasshaimase	Come in. I'm glad to see you.
Dôzo o-hairi kudasai	Please come in.
Dôzo	Please (generally when offering something)
O-negai shimasu	Please (when requesting something)
Dôzo o-kake kudasai	Please sit down (on a chair or bench)
Dôzo o-suwari kudasai	Please sit down)on the floor mat)
Kore wa nan desu ka	What is this?
Kore wa (isu) desu	This is a (chair).
Kore wa Nihongo de nan to imasu ka	What do you call this in Japanese?
(Zabuton) to iimasu	It is called a (zabuton). (Or, in English, a cushion.)
Ikura desu ka	How much is it?
Kore wa ikura desu ka	How much does this cost?
Sambyaku en desu (de gozaimasu)	Three hundred yen
(Eki) wa doko ni arimasu ka	Where is the (station)?
Shôshô o-machi kudasai	Just a moment, please.
O-wakari desu ka	Do you understand?
Wakarimasu (wakarimashita)	I understand (I have understood you)
Wakarimasen	I do not understand.

Miscellaneous Words

koko, kochira	here (near the speaker)
soko, sochira	there (near the person spoken to)
asoko, achira	over there (apart from both)
migi	right
hidari	left
massugu	straight ahead
tsukiatari	end of a passage or street
ue	up, above, top
shita	down, below, bottom
toiretto, toire	toilet
hon	book
kami	paper
pen	pen
empitsu	pencil
mannenhitsu	fountain pen
tsukue	desk
isu	chair
hito, ningen	man (in general sense)
otoko no ko	boy
onno no ko	girl
otoko no hito	man
onna no hito	woman
yama (-san, -zan)	mountain
kawa (Tama-gawa)	river (Tama River)
shima (-jima)	island
uma	horse
ushi	cow
inu	dog
neko	cat
tori	bird
ki	tree, wood
sakura	cherry blossom
ie, uchi	house
hai, ee	yes
iie	no
sake	rice wine
sumō	Japanese wrestling
shōgun	ancient military and political ruler
geisha	female entertainer
Diabutsu	large statue of Buddha
Kamikaza	"divine wind"
Shinto	ancient Japanese religion

	1	2	3	4	5
Characters	一	二	三	四	五
Japanese	ichi	ni	san	shi	go

	6	7	8	9	10
Characters	六	七	八	九	十
Japanese	roku	shichi	hachi	ku	ju

Days of the Week

Nichi-yôbi	Sunday	Getsu-yôbi	Monday
Ka-yôbi	Tuesday	Sui-yôbi	Wednesday
Moku-yôbi	Thursday	Kin-yôbi	Friday
Do-yôbi	Saturday		

Months

Ichi-gatsu	January	Shichi-gatsu	July
Ni-gatsu	February	Hachi-gatsu	August
San-gatsu	March	Ku-gatsu	September
Shi-gatsu	April	Jū-gatsu	October
Go-gatsu	May	Jū-ichi-gatsu	November
Roku-gatsu	June	Jū-ni-gatsu	December

Dates

tsuitachi	1st	jū-shichi-nichi	17th
futsuka	2nd	jū-hachi-nichi	18th
mikka	3rd	jū-ku-nichi	19th
yokka	4th	hatsuka	20th
itsuka	5th	ni-jū ichi-nichi	21st
muika	6th	ni-jū ni-nichi	22nd
nanoka	7th	ni-jū san-nichi	23rd
yôka	8th	ni-jū yokka	24th
kokonoka	9th	ni-jū go-nichi	25th
tôka	10th	ni-jū roku-nichi	26th
jū-ichi-nichi	11th	ni-jū shichi-nichi	27th
jū-ni-nichi	12th	ni-jū hachi-nichi	28th
jū-san-nichi	13th	ni-jū ku-nichi	29th
jū-yokka	14th	san-jū-nichi	30th
jū-go-nichi	15th	san-jū ichi-nichi	31st
jū-roku-nichi	16th		

Time

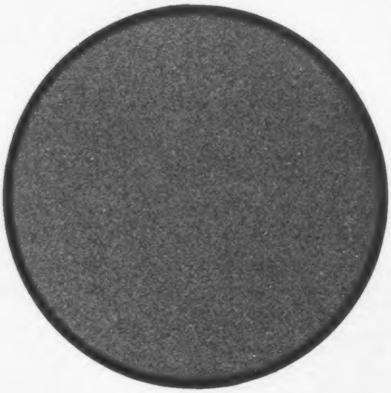
gozen	a.m.	
gogo	p.m.	
reiji	midnight	
(gozen)	(a.m.)	
ichi-ji ippun (sugi)	1:01	
ni-ji ni-fun	2:02	
san-ji sampun	3:03	
yo-ji yompun	4:04	
go-ji go-fun	5:05	
roku-ji roppun	6:06	
shichi-ji nana-fun	7:07	
hachi-ji happun (hachi-fun)	8:08	
ku-ji kyû-fun	9:09	
jû-ji juppun	10:10	
jû-ichi-ji jû-ippun	11:11	
jû-ni-ji jû-ni-fun	12:12	
shôgo	noon	
(gogo)	(p.m.)	
ichi-ji jû-sampun	1:13	(jû-san-ji)
ni-ji jû-yompun	2:14	(jû-yo-ji)
san-ji jû-go-fun	3:15	(jû-go-ji)
yo-ji han	4:30	(jû-roku-ji sanjuppun)

Examples:

Nanji desu ka? - What time is it?
Go-ji han desu - It is five-thirty.
Ni-ji jû-go-fun mae - Fifteen minutes to two.
Gogo hachi-ji juppun sugi - Ten minutes after eight in the evening.
Gozen ku-ji ni Tôkyô de o-ai shi-masu (shimashô) - I'll meet you at Tokyo Station at nine in the morning.

Examples of Japanese First Names

Boys	Girls
Ichiro	Kyoko
Jiro	Sachiko
Saburo	Kazuko
Yasuo	Michiko
Yujiro	Nobuko
Koji	Reiko
Kenji	Yukiko
Satoshi	Hanako



education

OBJECTIVES

1. To compare the organization and standards of schools in Japan to those in Oklahoma.
2. To appreciate the relationship of Japanese education to future careers and achievement.

OVERVIEW

Japan is among the most advanced nations of the world in the field of education, with a literacy rate of almost 100 percent. This has provided the basis for Japan's phenomenal economic and technological growth in recent times.

History

Education has strong roots in Japan dating back to the sixth and seventh centuries when talented young Japanese were sent to China to be educated and to bring back the best that the Chinese culture had to offer.

During Japan's feudal period, schools were established to teach the children of the military class (samurai) the cultural, moral and martial subjects necessary for fulfilling their duties as samurai warriors. Temple schools were also set up to teach reading, writing and arithmetic to farmers and townspeople who needed such skills in their daily life.

In the Meiji era, the government established an integrated educational system from elementary school to university level in order to foster the development of industry and culture through the introduction of Western learning.

Present Organization of the Educational System

Today, education begins for some children as early as age three, when they attend half-day kindergartens which introduce them to group games, singing and other social activities.

Compulsory education begins at age six, when children enter the first grade of elementary school, and lasts for nine years. The nine years includes six of elementary school and three of junior high school.

In elementary school, children learn basic subjects needed for daily life in society. In most schools, one teacher teaches all the subjects in each class.

Students in junior high are taught basic knowledge and skills necessary for occupations useful to society. Individual subjects are taught by different teachers.

Upon graduation from junior high school, students may seek employment, go to high school or attend vocational high school. In April 1980, 94.2% of junior high school graduates entered senior high schools or technical schools, while 37.4% of senior high school graduates went on to universities or junior colleges.

Students enter high schools by passing entrance exams. In senior high school, students study general academic subjects or specialized subjects. Most high schools are established by regional and local governments or privately. English is a requirement for graduation from most high schools.

Following high school graduation, there is a wide choice of four-year universities, two-year junior colleges, special training schools, or employment available.

Japan's educational system does have some problems. One of the most serious is the problem of the fierce examination struggle. There is almost cut-throat competition between students vying for places in the prestigious schools and colleges. Students attend preparatory schools or have tutors to help them get ready for the exams. This coaching is given after school, leaving most school children very little time for leisure activities. Pressure to succeed in entrance exams for high schools or universities has produced even a few cases of student suicide.

Another problem schools face is overcrowded classes. Work is being done by the government to alleviate both this problem and the one of examination pressures.

SUGGESTED ACTIVITIES

School Day

Tell students that tommorow class will be conducted like a class in a Japanese school. Students could decide on a possible uniform and dress alike for this special day. They could also bring their lunch in a small cardboard box, wrapped in a handkerchief. When answering the instructor's questions, they should stand.

The following could be activities for the students to do during the day:

Creative writing:	Haiku poetry
Language:	Calligraphy
Art:	Woodblock Printing, Origami
History:	Kites and their history
Current Events:	Collage of Japan's exported goods
Games:	Hop scotch, baseball, etc.
Math:	Use an abacus

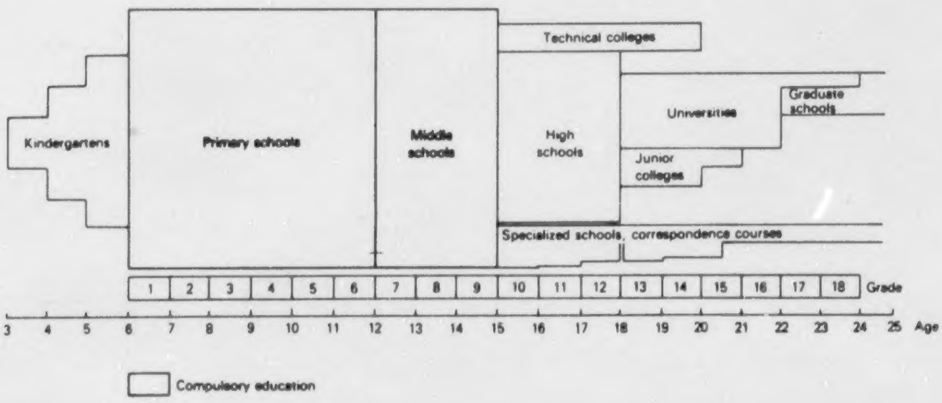
Comparing Oklahoman and Japanese Schools

Students can interview the school principal for specific information about Oklahoma schools. They should ask about laws and requirements for the schools in the state and for their individual school system. This information should then be compared to the educational system of Japan. Information about both systems should be compiled and put on a chart to show similarities/differences. (Such a chart is included.)

A COMPARISON OF SCHOOLS

	JAPAN	OKLAHOMA
School year	240 days	180 days
School day	5 days a week 8:00 a.m. - 4:00 p.m. 5 hours on Saturday 7:00 a.m. - 12:00 p.m.	5 days a week 8:00 a.m. - 3:00 p.m.
Class time	55 minutes	50 minutes
Lunch	All children bring lunches and eat in the classroom.	Some children bring lunches and all eat in the cafeteria.
Holidays	Out for various holidays.	Out for various holidays.
Extra Curricular	At the end of the school day for about one hour. Most students attend club meetings.	Student activities are held before and after school. Few students participate.
Housekeeping	Children clean building and grounds everyday.	Custodians clean building and grounds.
Excursions	Annually	Field trips as needed
Athletic competitions	Held in spring or fall.	Seasonal.

Japan's Postwar School System


Technical colleges
Graduate schools
Universities
Kindergartens
Primary schools
Middle schools
High schools
Junior colleges
Specialized schools, correspondence courses
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 Grade
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 Age
Compulsory education

School Calendar

The school year in Japan begins on April 1 and ends on March 31 of the following year. Vacations are scheduled during summer, winter (just before and after the New Year) and spring. The beginning and ending dates of the summer vacation vary among different school districts and among different school levels. Some rural schools grant farming season vacations in spring and autumn and have a shorter summer vacation.

School Curricula

The Ministry of Education lists the names of the subjects and number of hours per year for each subject offered in the elementary and junior high schools. The Ministry also issues a Course of Study which gives objectives and standard contents of instruction for each subject.

Required Subjects in Elementary Schools

- Japanese Language
- Social Studies
- Arithmetic
- Science
- Art and Handicrafts
- Homemaking
- Physical Education
- Moral Education
- Music
- Special Activities

Required Subjects in Junior High Schools

- Japanese Language
- Social Studies
- Mathematics
- Science
- Music
- Fine Arts
- Electives
- Health and Physical Education
- Industrial Arts or Homemaking
- Moral Education
- Special Activities (club activities, assemblies, school ceremonies, etc.)

The Ministry of Education also lists the subjects to be offered in senior high schools. The objectives and course content of each subject are described in the Course of Study. Schools allocate at least one school hour per week to club activities for all students. Club activities include the tea ceremony, flower arranging, calligraphy, Kendo (a form of ancient martial arts) and judo.

Required Subjects in High School

- Japanese Language
- Social Studies
- Mathematics
- Science
- Foreign Language (usually English)
- Health and Physical Education
- Music, Fine Arts, Handicrafts or Calligraphy
- Domestic Arts (female students only)

School Day

Students attend school Monday through noon on Saturday. In most schools, students wear uniforms which promote unity and group identity. Lunch is usually provided in elementary schools, but students bring lunches from home in junior and senior high school. The home lunch is usually packed in a small oval or rectangular container and contains items such as rice, fish, seaweed and pieces of omelet. The container and the student's own personal pair of chopsticks are warpped in a large square piece of material which is tied to enable the student to carry the lunch more easily. After school, students help clean the school building: sweeping and mopping all the floors--even the stairs.

School Subjects

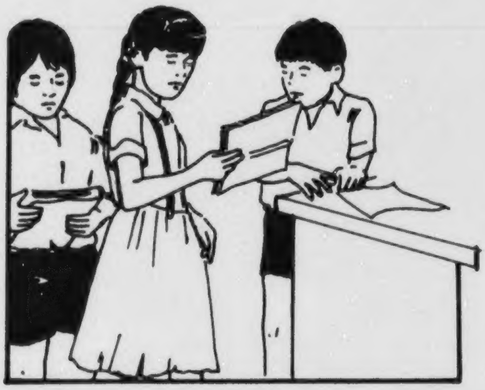
Have students list all the subjects they study during the typical school day. Tell them or show on the chalk board or overhead projector the subjects offered in a Japanese school (see introductory material). Discuss reasons why some subjects may be offered in Japan and not in Oklahoma schools and vice versa.

Clubs

Have students survey their classmates and others to find out all the clubs and extracurricular activities in which they participate. Make a composite list of the results of the surveys. Compare these activities to the clubs to which Japanese youth belong (see introductory material.) Ask students: Are there any similarities between the lists of activities? Do the activities in which you and your classmates participate seem to involve more physical action than most of the ones in which the Japanese participate? Many of the Japanese clubs are designed to help preserve the ancient arts. Are you involved in any activities that preserve ancient arts or crafts, such as Native American art?

A Day in the Life of a Student

Duplicate the story about the day in the life of an Oklahoma student or ask your students to write a story about their activities during a typical day. Then pass out copies of the story about the day in the life of a Japanese student. Discuss the similarities and differences between the Oklahoma students' activities and those of the Japanese student Ask your students if they would like to exchange lifestyles with the Japanese student and why or why not. Suggest that your students write letters to Japanese students to describe their activities. These letters could actually be mailed to students in Japan (addresses for possible pen pals may be obtained from the Social Studies Specialist, State Department of Education).



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TAKANO HARUO, A TYPICAL SIXTH-GRADER IN TOKYO

Hi, my name is Takano Haruo. I am eleven years old and live in the city of Tokyo. I am in the sixth grade. Next year I shall enter junior high school. So, I am preparing myself to take entrance exams for the best junior high schools. The student body of these junior high schools will be chosen purely on the basis of these test scores. If I get into a good junior high school, then I will have a better chance of getting into one of the best high schools and this, of course, can lead to one of the top national universities. Almost all good jobs go to graduates of these universities.

Let me tell you what my typical school day is like. My day starts about seven A.M. I wash up and dress while mother fixes my breakfast of rice, fish and some salad greens. Usually I wear shorts to school. School starts at 8:30 and ends about 3:00 p.m. I ride the train to school. It is too far for me to use my bike. All of my books and pens and junk is in a sack that has straps so I can wear it on my back. The subjects I take are much the same as yours, except that students planning to go on into high school must take English, in addition to Japanese. Our exams in English concentrate mostly on reading and writing, so speaking English is very difficult for me. I also take science and math. We learn how to swim and play many sports in our gym class. I like gym the best of all. Lunch is at 12:00 o'clock. Usually we bring our lunches from home. We eat at our desks as fast as possible so we can spend the rest of the hour on the playground.

I get home from school about 3:30 p.m. Mother usually has a snack ready for me. Once I have finished eating I take a short nap. This may seem strange to you. There is a good reason for it though. At six o'clock I must be at the second school I attend. This is a private school (juku) that will better prepare me for the upcoming junior high school exams which I told you about. Classes here go on until 9 o'clock p.m. Most of my friends attend these classes too! Right now I am taking only English and an extra math course. I have many problems with math. My mother is real worried about this and has hired a private tutor to help me. He helps me every night for one hour. My homework usually takes me an hour and a half. I get to sleep about midnight. Truly, nowadays this is when I am happiest. I assure my mother that all is ready for the next day and fall off to sleep trying to think of things other than school work.

SOURCE: Opening Doors: Contemporary Japan, Timothy Plummer, The Asia Society, copyright 1979.

A DAY IN THE LIFE OF AN OKLAHOMA STUDENT

My name is Liz. I am twelve years old and live in an inland area of Oklahoma. I attend junior high school where we have many activities in addition to our regular classes.

I get up at 7:00 a.m. While I dress and make my bed, my mother fixes breakfast. I eat a typical meal of bacon, pancakes and milk. I catch the bus at 8:00 a.m. and go to school. Class begins at 8:40 a.m. at which time I take Math, English, Literature and Science. I go to lunch in the school cafeteria with my friends. Our meal consists of hamburger, french fries, cake, milk or a shake. After lunch we go back to class and then on to the last class. School is out at 2:40 p.m.

I then go to basketball practice where I practice with my friends until 5:00 p.m. My mother picks me up and I go to music lessons until 5:45 p.m. Then I go to dance lessons until 6:30 p.m. After that I go home to supper. For supper we have pot roast, potatoes and carrots.

After supper I do my homework and then watch television or talk to my friends on the telephone. About 10:00 p.m. I get ready for bed.

SUCCESS GAME

As the teacher reads through these notes, he or she sould have a copy of the Success game board in front of him or her. Included in this simulation game are many subtle pieces of information. It is basically an outline of the Japanese educational system. This game may be used as an opening or closing activity or as a unit on its own.

The structure of the game has been planned to reflect current trends and options available to young Japanese. A look at the game board shows that two or three of the tracks will get the student to the Success square first. These are tracks 2, 4, and 8. Students who choose the 3 or 7 tracks are in for a longer trip, but notice that they too eventually succeed. The chance cards are an attempt to give students an idea of outside influences that may aid or hinder progress for a Japanese. In no way is this a complete list of possibilities.

Notice the stability of the track up to "Completion of Junior High School." This is due to the Japanese law requiring all students to attend school to this point. After this, the student has basically two choices: High School (2) or Work (7 and 8). Examination of the rules will reveal that half of the players may choose the 7 or 8 track. If more than half or all students choose this course, let them. If this does occur, have the students play the game again.

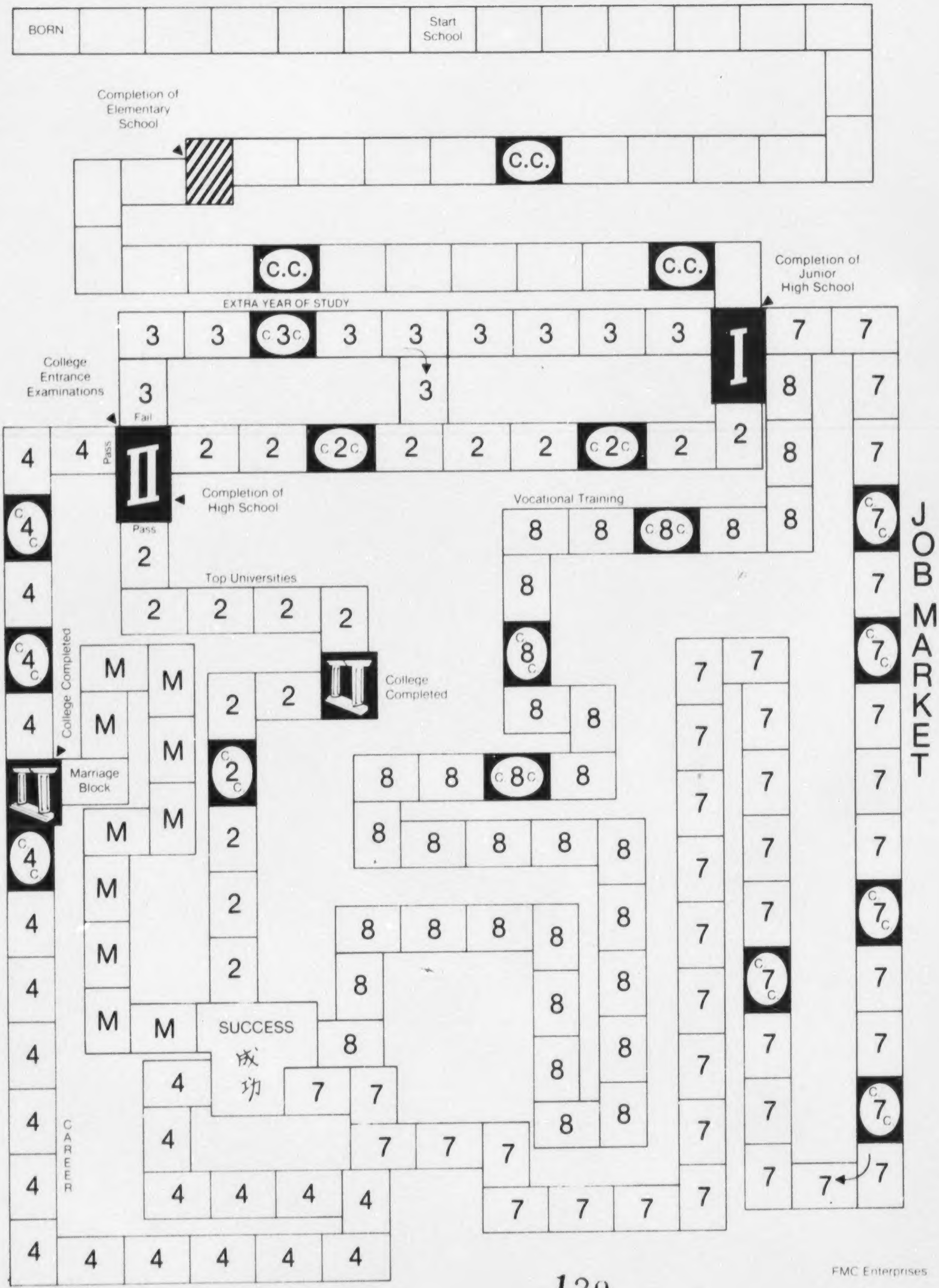
One design feature that should be pointed out is that the most direct routes are track 2 (top national universities) because graduates of these universities will be favored by most corporations, as well as the government; and track 4 is almost even with track 8 because in reality the career woman has been held back. Both males and females may reach the Success square first. It is just that more boys will have more opportunities to reach Success than girls.

SOURCE: Opening Doors: Contemporary Japan, Mr. Timothy Plummer, The Asia Society, copyright 1979.

Again, the reality of the situation is built into the game structure. Notice the increase of chance squares once a woman enters track 4. This is due to the fact that at least half of the women in this track will get married upon completion of college. Those that miss all the chance squares must proceed down the career track following college graduation. By the very nature of Japanese society, women on this track will finish after the marrieds. The marrieds "succeed" because of their husbands. Today, however, because many women are now able to add to the family income, a more equal role and a faster rise to success and financial security are occurring to young married couples.

Track 3 has a dual purpose. Students who fail the college entrance examinations and come from upper middle class or wealthy families may take a year to study and then try the exams again. Many male students decide that a vocational career would be more in line with their abilities once the exam results are published.

Finally, a brief discussion of tracks 7 and 8 is necessary. As indicated, at least 50 percent of Japanese students eventually join the workers' ranks. They may try and find immediate employment (track 7). Most generally choose the more secure path, which is represented by track 8. Large corporations, with their own vocational training schools, provide everything needed to produce skilled technicians in various fields. Further training and loyal employer-employee relations because of generous company discounts, bonuses, and benefits all lead to success and lifetime security. Honda, Panasonic, and Nissan Motor companies are good illustrations of this. To supplement these programs, the Ministry of Education in Japan provides vocational training in many specific jobs like carpentry, plumbing, or electrical work. This track is longer, but if the student is direct in his approach, he too may reach the Success square first!


BORN
Start School
Completion of Elementary School
C.C.
Completion of Junior High School
EXTRA YEAR OF STUDY
College Entrance Examinations
Fail
Pass
Completion of High School
Vocational Training
Top Universities
College Completed
College Completed
Marriage Block
M
SUCCESS
成功
CAREER
JOB MARKET
I
II
III
2
3
4
7
8
C

FMC Enterprises

SUCCESS GAME RULES

Game Equipment (for Class of 30)

1. Five (5) game boards
2. Five (5) sets of chance cards (male and female) face down!
3. Five (5) dice
4. 25-30 "family name pieces" (one piece for each player)
5. Five (5) sets of instructions (five or six students per board)

How To Win

The first student (or player) to reach the Ceiko block wins.

To Start the Game

1. Boys go first! Girls sit next to each other and go after all boys have gone.
2. Students choose a colored family name piece (see family name sheet).
3. The student going first now places his family name piece on the "Born" square.
4. Do not add marriage cards to deck (female) until all have reached Block II.
5. The student must roll a 4, 5, or 6. No other roll is permitted at this point in the game. The student may roll the dice again and again until he or she obtains one of these numbers.
6. Now the student moves the family name piece forward (either 4, 5, or 6 squares).
7. If the student lands directly on a chance square, he or she must then take a chance card. The most recent chance card you get takes the place of previous chance cards, in most cases (see rest of rules).
8. Immediately show the chance card to everyone. All chance cards are held by the players until the end of the game.
9. The second player now repeats steps 3 to 7.
10. Add marriage cards to female chance deck when all reach Block II.

Achievement of Block I

1. On reaching block I, II, III, either exactly or with some left over, the player must stop until his or her next turn.
2. Caution: At this point a player must go in only three basic directions. One is along the 2 track (continued higher education). The other is along the 8 and 7 tracks, which are Vocational Training and the Job Market, respectively.
3. Students who have chance cards that instruct them which way to proceed must follow this prescribed course.
4. Players going down tracks 7 and 8 will only be allowed to move 1, 2, or 3 squares per turn. They keep rolling until they get one of these numbers in each of their turns.
5. Players wishing to go from block 1 to the 8 track (Vocational Training) must now roll a 4, 5, or 6 or lose a turn. They may enter the first block of 8 track without rolling the dice in their next turn.

   If the player has come along the 3 track (after the failure of the Entrance Examinations), he or she is permitted to proceed through block 1 without rolling the dice into either 7 or 8 tracks.
6. Students wishing to take the College Entrance Examinations must follow the 2 track to block II.
7. Players wishing to enter the Job Market are permitted to start down the 7 track as soon as they reach block I!

Achievement of Block II (Completion of High School, Entrance Exams for College)

1. Despite the number rolled on the dice, the player must stop on block II, until his or her next turn. On your next turn you make the major roll of your life.
2. Players who have chance cards must follow what the chance card states.

3. Players must complete high school (track 2) to achieve past block II.

4. College Entrance Examination:
   - (A) A player seeking entrance into a college must take and pass an entrance exam.
   - (B) Passing the examination:
     - (1) To pass the exam the player must roll the exact number on the dice.
       - (a) MALE PLAYER - the male may enter the "top" class by rolling a 1, 2, or 3 only.
       - (b) FEMALE PLAYER - the female may enter the "top" college by rolling a 1 only. But she may proceed down track 4 (a two-year or a four-year college) by rolling either a 2 or a 3.
     - (2) Chance card that helps the student to pass the exam should be used here.
   - (C) Failing the examination:
     - (1) To fail the exam, the player has not rolled the correct number on the dice and must proceed as follows:
       - (a) MALE PLAYER
         - [1] The male player may go back to track 3 for an additional year of study in order to take the exam again.
         - [2] The male player may go directly back to block I to enter either track 7 or 8.
       - (b) FEMALE PLAYER
         - [1] The female player may go back to track 3 for an additional year of study in order to take the exam again.
         - [2] The female player may go directly back to block I to enter either track 7 or 8.

By this stage of the game almost all players are locked into tracks.

The only variation possible is in the Women's Graduation from College square.

1. If a player has obtained a chance card saying she must get married, then she proceeds by the shorter marriage route.
2. All other women players must proceed along the Career track if unmarried.
3. If a girl gets married (chance card) while on any track, she must proceed by the most direct route to the Success block.
4. To land on the Success block the player must roll the exact number needed.

Family Name Pieces (specific family names common in Japan)

1. Suzuki
2. Sato
3. Sasaki
4. Kubota
5. Yamanaka
6. Sakamoto
7. Matsumoto
8. Oyama
9. Kondo
10. Endo
11. Murata
12. Yoshimura
13. Ono
14. Tanaka
15. Yamamoto
16. Watanabe
17. Kato
18. Yamada
19. Kimura
20. Honda
21. Okamoto
22. Nakata
23. Ikeda
24. Tamura
25. Ngai
26. Kawai
27. Hasegawa
28. Kajita
29. Saito
30. Miki

Family cannot afford extra year of study. You must pass College Entrance Exam on first try. F	HARD WORK IS REWARDED Advance one square. F
Family cannot afford extra year of study. You must pass College Entrance Exam on first try. F	VERY HARD WORK IS REWARDED! Advance two squares. F
You marry your childhood sweetheart. Proceed to Marriage Block! F	Omedeto gozaimasu! (Congratulations!) You have gotten married. Move to Marriage Block and proceed to success. F
Omedeto gozaimasu! (Congratulations!) You have gotten married. Move to Marriage Block and proceed to success. F	Attending a jood juku better prepared you for the College Entrance Exams. Subtract one from your dice roll on reaching Block II. F
Your father's job changed and you moved into a worse school district. You must proceed down Tracks 7 or 8. If you are in Track 2 go immediately to Block I. F	Your parents have arranged your marriage; family is not wealthy. Your mother thinks college is a waste of time. Go to Vocational Training. If in Track 2 proceed immediately to Block I. F
You come from a liberal family. Choose as you please. Your family will even support a year of extra study if you fail the Entrance Exams. F	You come from a liberal family. Choose as you please. Your family will even support a year of extra study if you fail the Entrance Exams. F

Omedeto gozaimasu! (Congratulations!) You have gotten married. Move to Marriage Block and proceed to success. F	Omedeto gozaimasu! (Congratulations!) You have gotten married. Move to Marriage Block and proceed to success. F
HARD WORK IS REWARDED! Advance one square. F	VERY HARD WORK IS REWARDED! Advance two squares. F
Father has many good connections. Subtract one from the dice roll for College Entrance Exams. F	You dislike studying; choose a Vocational Training Career. If you are on Tract 2 return immediately to Block I. F
You are not good looking. Plan on college and a career. You are intelligent, so subtract two from your dice roll at the Entrance Exams. F	Your parents intentionally moved to a better school district. Subtract one from the dice roll at Entrance Exams. F
Your father's job changed, so you moved into a better area. Subtract one from the dice roll at Entrance Exams. F	

You have been chosen for Executive Training. Move ahead 3 squares.

M

You have been chosen for Executive Training. Move ahead 3 squares.

M

BONUS AWARDED FOR HARD WORK!

Advance 2 squares.

M

Your parents intentionally moved to a better school district. Subtract one from the dice roll at Entrance Exams.

M

You attend an excellent juku. Subtract one from what you roll for the College Entrance Exam!

M

Your father's job changed and you moved into a worse school district. You must proceed down Tracks 7 or 8. If you are in Track 2 go immediately to Block I.

M

HARD WORK IS REWARDED!

Advance one square.

M

HARD WORK IS REWARDED

Advance one square.

M

VERY HARD WORK IS REWARDED!

Advance two squares.

M

VERY HARD WORK IS REWARDED!

Advance two squares.

M

Father has many good connections. Subtract one from the dice roll for College Entrance Exams.

M

Father has many good connections. Subtract one from the dice roll for College Entrance Exams.

M

Father dies; you are the eldest son and money is needed. You decide on entering the Job Market as soon as possible. If in Track 2 return to Block I.

M

You dislike studying; choose a Vocational Training Career. If you are on Track 2 return immediately to Block I.

M

BONUS AWARDED FOR HARD WORK!

Advance one square.

M

Your father's job changed, so you moved into a better area. Subtract one from the dice roll at Entrance Exam.

M

Your parents sent you to an elementary school and junior high connected with a good university. Subtract one from the dice roll at Entrance Exam.

M

Your mother dies hoping you will be a success. Inspired to succeed, a roll of 1, 2, 3 or 4 will pass you in the Entrance Exams.

M

Father becomes ill and dies. As the eldest son you must succeed! Advance 3 extra squares immediately!

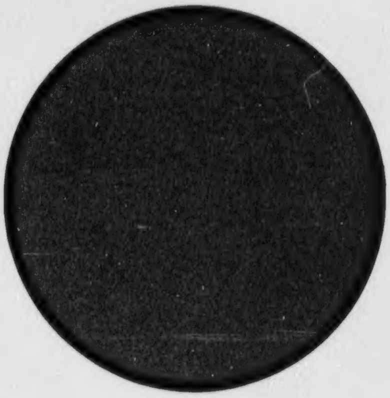
M

Parents send you to an excellent juku. Four hours study per night better prepares you for College Entrance Exams. Subtract one from dice roll.

M

If you fail the exam you can only afford one year of extra study. Go to Block I if you have taken Entrance twice already. Choose Vocational or Job Market.

M



Government

OBJECTIVES

1. To introduce the structure of Japanese government.
2. To explain the symbols which represent Japan.

OVERVIEW

The present government of Japan is an interesting blend of traditional Japanese and American ideals. The fundamental law is the Constitution which grants the Japanese people human and individual rights unprecedented in their history. The Constitution, adopted after WWII, renounces war as a right or as a means of solving international problems. It carefully spells out the rights of citizens which may not be abridged or limited by legislation.

The Constitution declares that the Emperor is the symbol of the State and as such, he performs diplomatic and ceremonial functions. The present Emperor, Hirohito, became Emperor in 1926.

The government of Japan is composed of a legislative, an administrative and a judiciary branch.

The Diet is the legislative branch of the Japanese government. It has the power to enact laws, appoint a new prime minister, approve treaties and approve the budget. The Diet is made up of the House of Representatives and the House of Councillors. The houses conduct business through committees. Bills are usually introduced to one of the houses by the Prime Minister and are passed to the appropriate committee by the Speaker of the House. After study and approval, a bill is submitted to a vote of the house. When passed, it is sent to the other house; and after both houses approve a bill, it becomes law.

At present there are ten political parties which hold seats in the Diet. The Liberal Democratic Party has the most seats and has been in power since 1948. It is conservative and closely connected with big business.

The administrative branch is the Cabinet which consists of the Prime Minister and twelve Ministers of State. The Cabinet administers the law; conducts foreign relations; and proposes bills, budgets and other measures to the Diet.

The judiciary branch of government includes the Supreme Court and other lower courts such as the high courts, the district courts, the family courts and the summary courts. All judges are independent in the exercise of their conscience and are bound only by the Constitution and the laws. It is in the power of the courts to rule on the constitutionality of any and all laws and orders.

Members of the Diet, prefectural governors and assemblymen, and city, town and village mayors and assemblymen are chosen by direct election. All men and women who have reached the age of twenty have the right to vote.

Local Government

There are two levels of local government: 47 prefectures and municipal bodies of 647 cities; 1,994 towns and 615 villages as of March, 1981. Each body has its own autonomous government with an elected assembly. The Japanese prefectures are not sovereign entities in the sense that American states are. Most of them are not financially self sufficient and depend on the national government for subsidies. Governors of prefectures, mayors of municipalities, and prefectural and municipal assemblymen are elected by the people for four-year terms.

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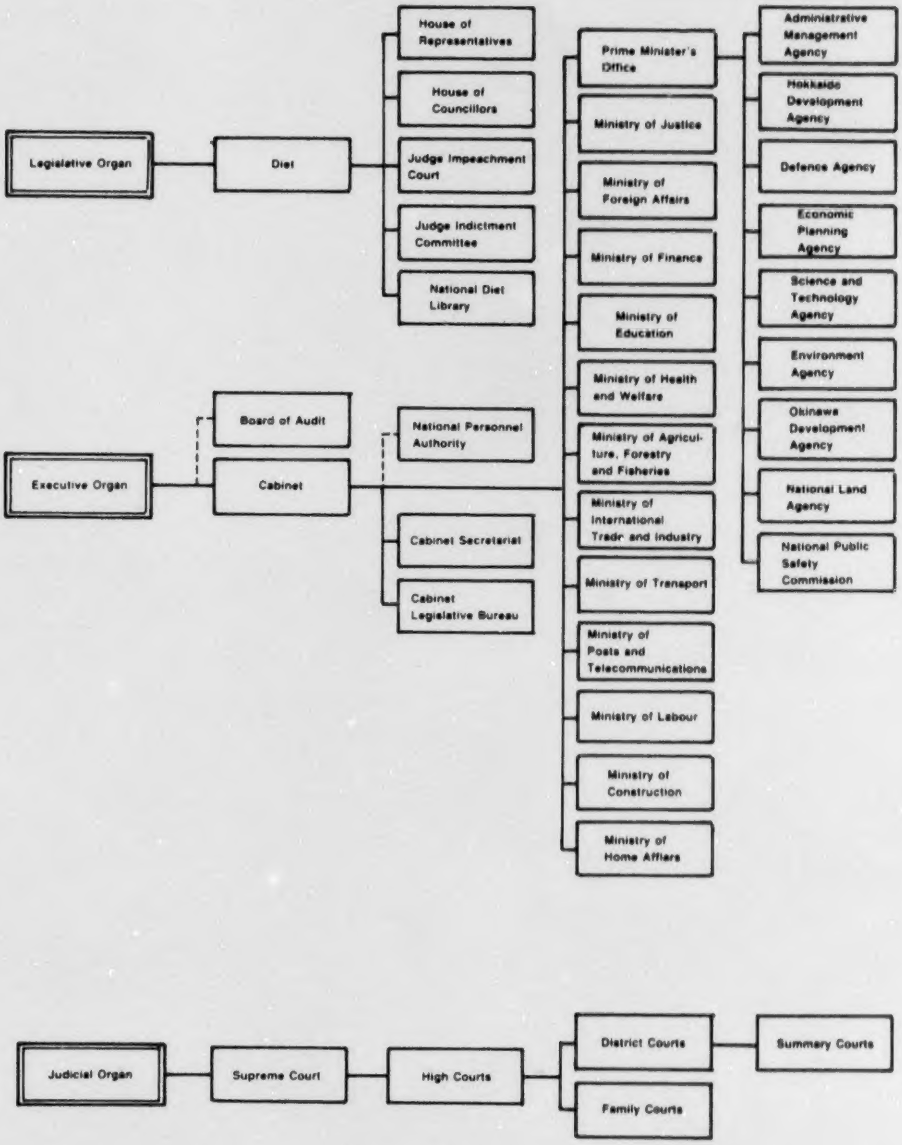
Government Organization of Japan (1981)


Legislative Organ
Diet
House of Representatives
House of Councillors
Judge Impeachment Court
Judge Indictment Committee
National Diet Library
Executive Organ
Board of Audit
Cabinet
National Personnel Authority
Cabinet Secretariat
Cabinet Legislative Bureau
Prime Minister's Office
Ministry of Justice
Ministry of Foreign Affairs
Ministry of Finance
Ministry of Education
Ministry of Health and Welfare
Ministry of Agriculture, Forestry and Fisheries
Ministry of International Trade and Industry
Ministry of Transport
Ministry of Posts and Telecommunications
Ministry of Labour
Ministry of Construction
Ministry of Home Affiars
Administrative Management Agency
Hokkaido Development Agency
Defence Agency
Economic Planning Agency
Science and Technology Agency
Environment Agency
Okinawa Development Agency
National Land Agency
National Public Safety Commission
Judicial Organ
Supreme Court
High Courts
District Courts
Summary Courts
Family Courts

SUGGESTED ACTIVITIES

Government Charts

Duplicate the "Government Organization of Japan" chart for each of your students or make a transparency of the chart to display on an overhead projector. Briefly discuss the three branches of government as shown on the chart. Show the students a similar organizational chart of the government of the United States or have students do research and make their own charts. Discuss the similarities and differences between the organization of Japan's government and that of the United States.

To continue this activity, show (or have students make) a chart of the organization of Oklahoma's government. To design this chart, use Oklahoma CLOSE UP, a manual on Oklahoma's government available from the Social Studies Specialist, State Department of Education, 2500 North Lincoln, Oklahoma City, Oklahoma. Have students compare the organization of Japan's government to the organization of Oklahoma's government. Explain that although Japan is divided into prefectures which are somewhat similar to states, the governments of the prefectures do not have as much power as state governments. The national government of Japan controls tax collection, law enforcement and education while states in the United States have jurisdiction in these areas.

Role Play

Have students role play the Emperor performing ceremonial duties such as receiving foreign ambassadors, the Diet passing a law or the Supreme Court ruling on the constitutionality of a national defense law. (The Japanese Constitution prohibits the building or possession of a military force, but a self-defense force is permissible.)

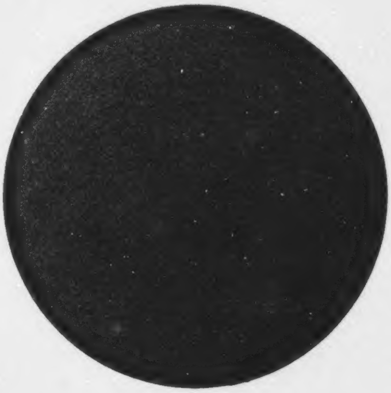
Government Guessing Game

Use this activity to familiarize students with governmental positions of the Japanese government. (See the "Government Organization of Japan" chart.)

Following a study of various governmental functions, a guessing game could be used as a review.

A student could draw, be assigned, or choose a governmental position. The remaining students could quiz this student until someone guesses what position the student holds.

Possible positions might include the Emperor, the Prime Minister, a member of the Diet, the Chief Justice of the Supreme Court, a member of the Cabinet.



ECONOMICS, ENERGY, TRANSPORTATION, COMMUNICATION

OBJECTIVES

1. To compare transportation and communication systems of Japan and Oklahoma.
2. To understand Japan's extreme dependence on other nations for foodstuffs, raw materials, and energy resources.
3. To explore the environmental and economic costs of energy in Japan and Oklahoma.
4. To recognize the comparable values of American and Japanese money.

OVERVIEW

Until the middle of the nineteenth century Japan's economy was based mainly on farming and fishing. Rice was, and still is, the primary crop, which is the staple of the Japanese diet. Japan produces all its own rice, but many other agricultural and marine products now have to be imported.

Manufacturing industries have now become the focal point of the economy. In fact, Japan is one of the leading industrial countries of the world.

The main heavy industries include iron and steel, shipbuilding and automobiles. Light industries produce textiles, calculators, watches and cameras.

Japan does have some hydroelectric power and some coal, but to run their industries and households, they must import over 90% of its energy needs. Of the imported energy, over 80% is oil. Virtually all of Japan's oil is imported. As a result, Japan's economy has been hard hit by the oil price increases of the 1970's.

As the major users of oil, industries have been making efforts to conserve energy through more efficient use. The Japanese people have also cooperated in conserving energy by cutting back on individual travel, resetting thermostats and using more insulation in their homes.

Much research is being conducted into alternate energy sources. Tax credits are given to plants that make energy-saving investments, and low-cost financing is available for homes that install solar units. These efforts are designed to decrease Japan's dependence on foreign oil to 50% by 1990.

Japan is linked to the rest of the world by extensive air and sea routes. Within Japan, air, rail and highway travel are the primary means of passenger transportation. The bullet trains (shinkansen) began operating in 1964 and have carried over 1.6 billion passengers so far. The trains travel over 200 Km per hour. Today, the trend of transportation is to use automobiles for short distances, trains for medium distances and airplanes for long trips. Within the major cities, there are also over 350 kilometers of subways for the nation's numerous commuters. Many people also use buses and/or bicycles.

Mass communications media are extremely well developed in Japan. There are approximately 50 radio stations nationwide including the public-financed Japan Broadcasting Corporation (NHK). There also are nearly 50 television stations plus the NHK general and educational channels. Newspapers may be divided into national, local and special interest papers. There are five national newspapers (all with morning and evening editions). Circulations for the leading national newspapers top seven million. Magazines number in the hundreds and cover such topics as news, golf, business, entertainment, history, travel, comics, etc. Video discs and tapes on a variety of topics are also available.

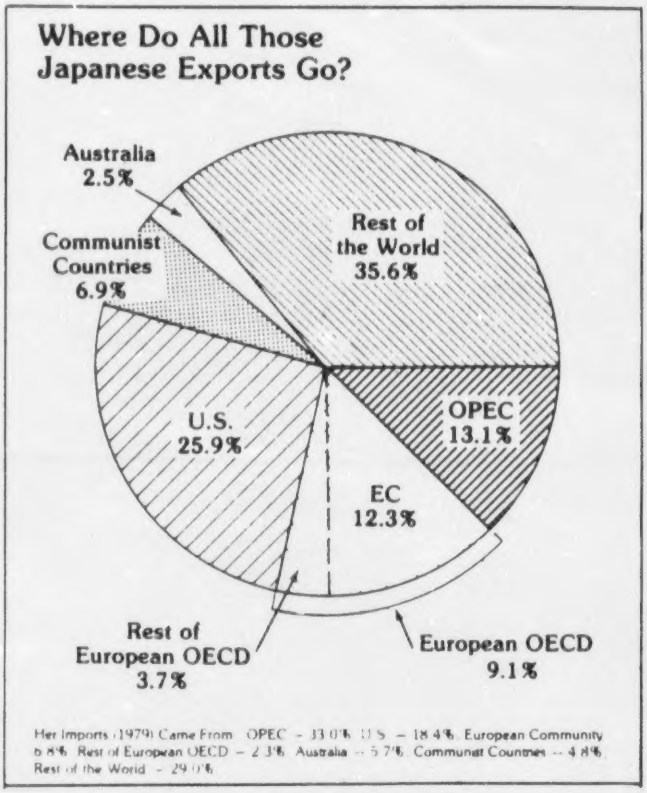
The Ministry of Posts and Telecommunications has developed an experimental communications network using cable television for one of the suburbs of Tokyo and has already partially adapted the system for practical use. Ultimately this communications network, using terminals, coaxial cables and large-scale computers, will link ordinary households with companies, banks, the press, broadcasting stations and city offices. Users of such a system will be able, for example, to receive instantaneous electronic news printouts.

SUGGESTED ACTIVITIES

Exports and Imports

Have students conduct research to make charts of the products Oklahoma and Japan import and export. A partial list of Japanese products is provided. Ask students if there are any similarities between the products Japan exports and imports and those that Oklahoma imports and exports. (For example: Oklahoma exports oil and soybeans, Japan imports oil and soybeans; Oklahoma imports motorcycles, Japan exports motorcycles.)

Ask students: Which products listed on your charts are necessities and which are luxuries? Based on your charts, does Japan import more necessities or luxuries? Does Oklahoma import more necessities or luxuries? Does Japan import mostly raw materials or finished products? What about Oklahoma?


Where Do All Those Japanese Exports Go?

Her Imports (1979) Came From: OPEC – 33.0%, U.S. – 18.4%, European Community 6.8%, Rest of European OECD – 2.3%, Australia – 5.7%, Communist Countries – 4.8%, Rest of the World – 29.0%

SOURCE: World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181, © 1981. Reprinted here with permission.

PARTIAL LIST OF JAPANESE PRODUCTS

Automobiles

- Datsun
- Toyota
- Mazda
- Subaru

Stereos, Sound Equipment

- Panasonic
- Sony
- Quasar

Steel

- Nippon Steel

Airlines

- Japan Airlines (JAL)

Cameras

- Nikon
- Canon
- Minolta
- Pentax

Motorcycles

- Suzuki
- Kawasaki
- Isuzu
- Honda

Tableware

- Noritake China

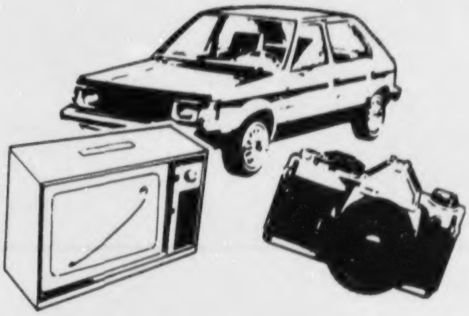
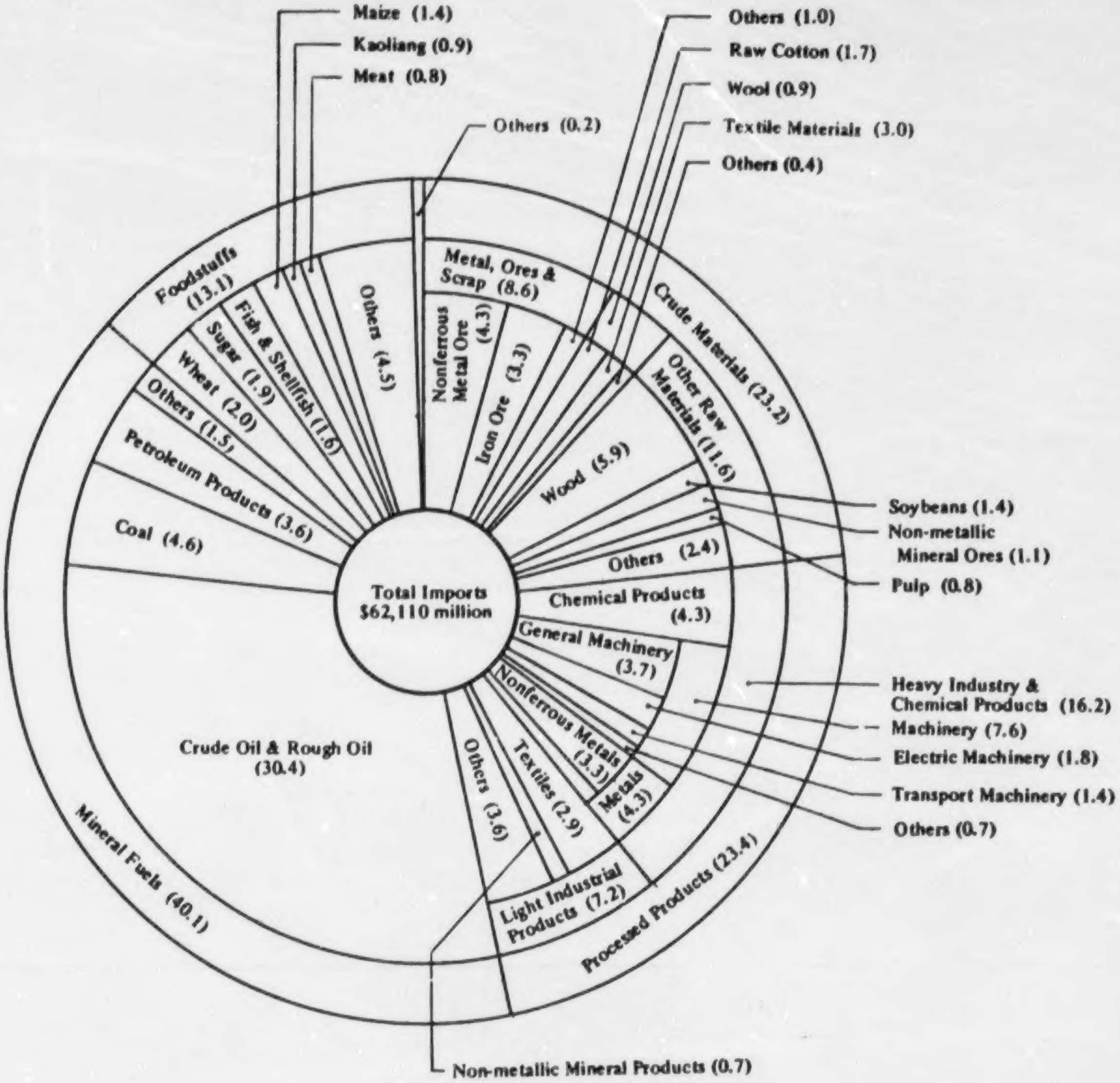


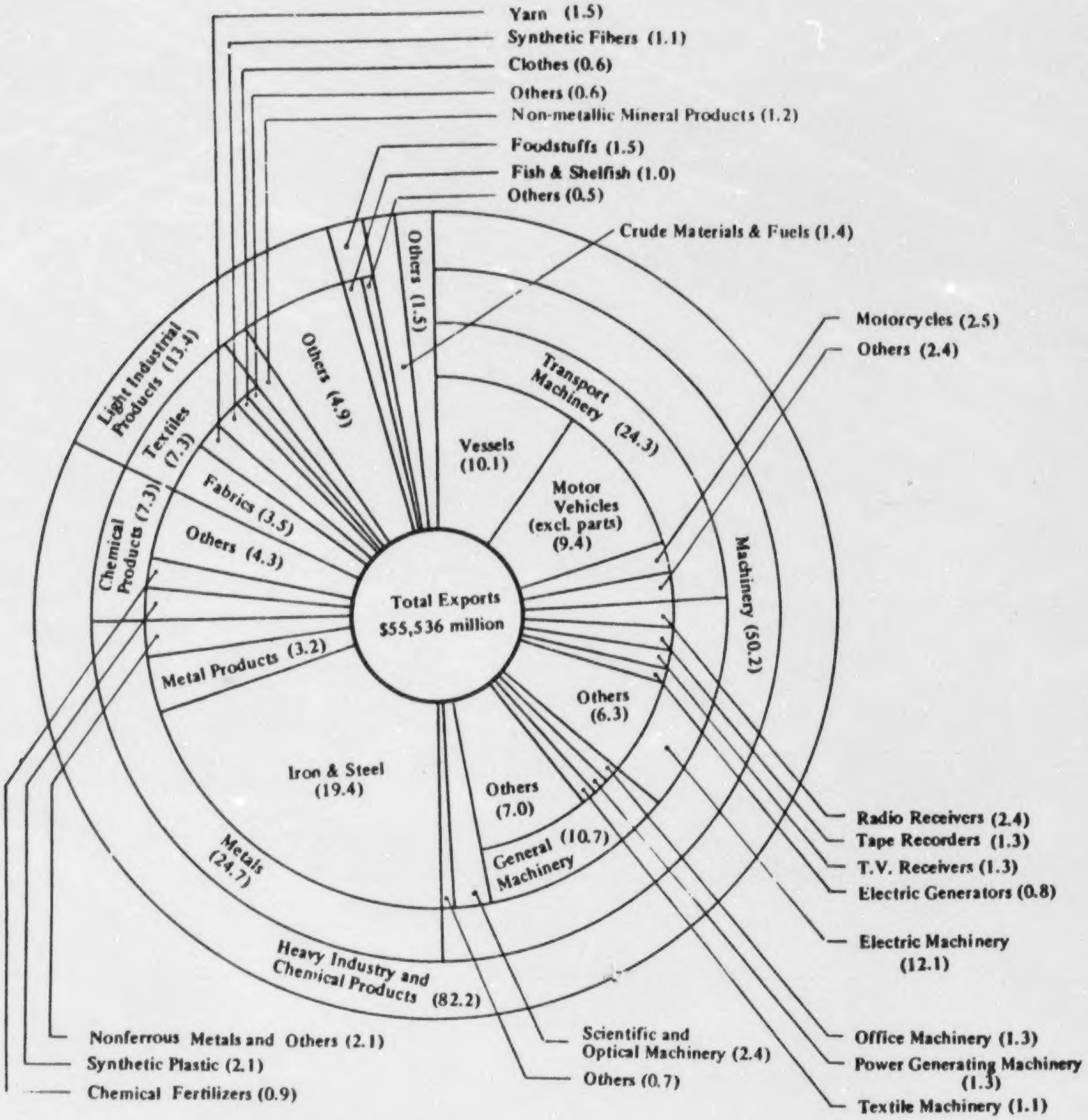
Figure 2. Imports by Commodity in 1974 (on a dollar basis)



Note: *The numbers in parentheses denote percentage shares.*
Source: *Customs Statistics*

SOURCE: Opening Doors: Contemporary Japan, Timothy Plummer, The Asia Society, copyright 1979.

Figure 3. Exports by Commodity in 1974 (on a dollar basis)

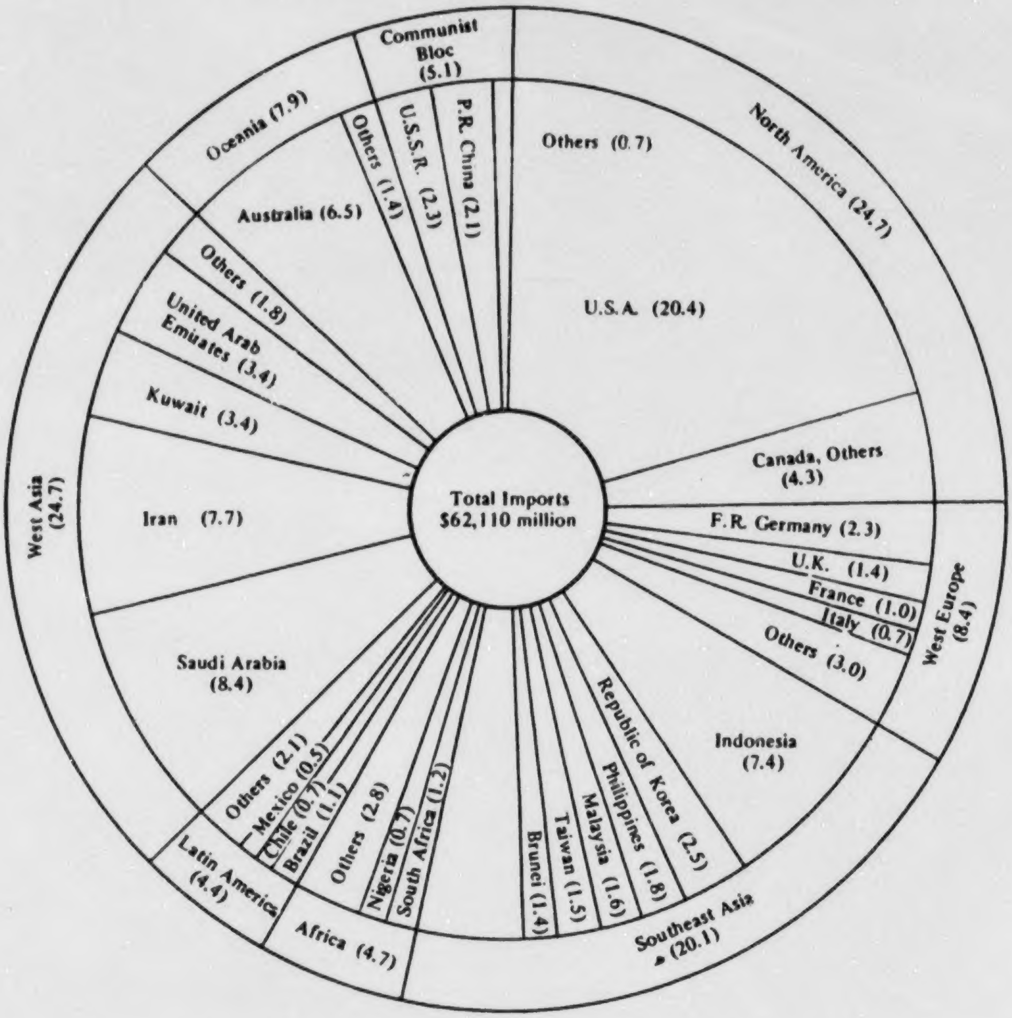


Note: *The numbers in parentheses denote percentage shares.*

Source: *Customs Statistics*

SOURCE: Opening Doors: Contemporary Japan, Timothy Plummer, The Asia Society, copyright 1979.

Figure 4. Imports by Area in 1974 (on a dollar basis)



Note: *The numbers in parentheses denote percentage shares.*

Source: *Customs Statistics*

SOURCE: Opening Doors: Contemporary Japan, Timothy Plummer, The Asia Society, copyright 1979.

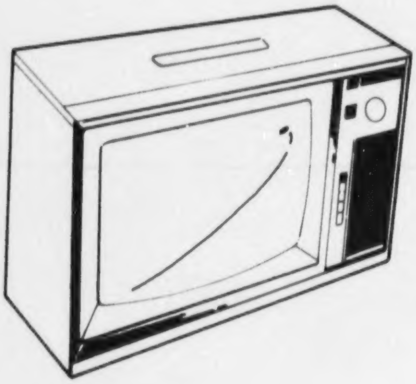
Writing Ads for Japanese Products

Have students collect ads for Japanese products from magazines, circulars and newspapers. After students have an opportunity to share their ads with the class, ask each one to design an ad for a Japanese product. Encourage the use of color and clever phrases to capture attention. Share student creations with the class using this experience to also discuss Japanese exports and technology

Project: Japanese Products

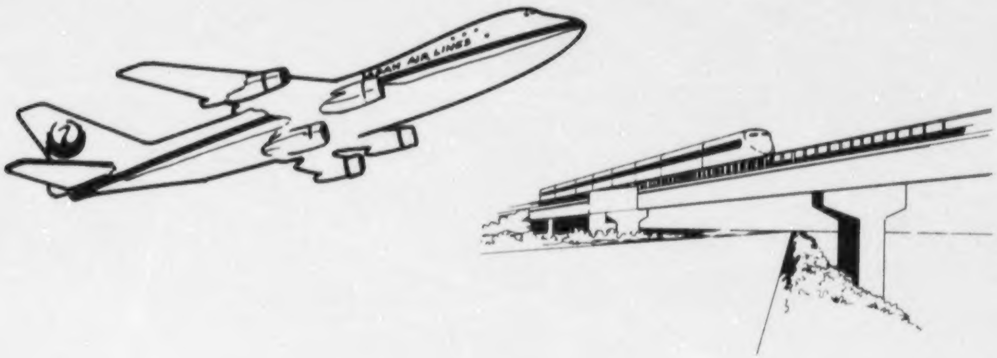
Have students compile a list of Japanese products they and their families and friends use. The purpose of this activity is to show the influx of Japanese products into Oklahoma and the type of products demanded by the Oklahoma consumers.

In addition to interviews, students can use: radio, television, newspapers, periodicals, stores, etc. for the names of products.



Modes of Transportation

Have students plan a trip within the country of Japan. Tell them to plan to use three of the following modes of transportation for their trip: car, bullet train, subway, airplane, bus. Ask students to show their route on a map of Japan indicating which means of transportation they would use to go from place to place.



Collage of Japanese Products

For this activity you will need newspapers, magazines, construction paper, glue and scissors. Students may work individually, in pairs or in groups to complete a collage of Japanese products. Have students cut out pictures and/or names of Japanese-manufactured products which are used in the United States; then glue the pictures in a pleasing arrangement on construction paper. You may wish to designate categories such as household goods, food and transportation.

Display the collages in the classroom and ask students to view them and then list the products that are shown that they have in their own homes.

JAPANESE AND AMERICAN CURRENCY

Japanese currency is based on the yen. For purposes of this activity, tell students that 300 yen are approximately one dollar ($1.00) in American money.*

Play "Price Is Right Game." Have students cut out pictures of items and their prices from newspapers or catalogs. Divide class into teams and display a picture with an American price. The team that can tell you how many yen it takes to buy the merchandise on the picture gets the picture. The team with the most pictures win.

Money Equivalence

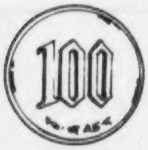
300 yen	$1.00
600 yen	2.00
900 yen	3.00
1200 yen	4.00
and so on	

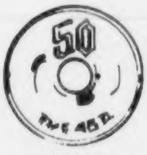
Other Activities:

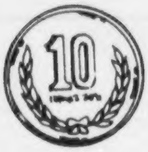
- a. Set up a Japanese store
- b. Make Japanese money
- c. Use yen in problem solving

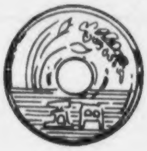
Example: The cost of a 14-inch black and white TV cost 32,000 yen. How much does the TV cost in American money? [$108.33][1]

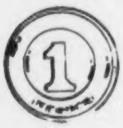
* Approximate value is 260 yen = $1.00


¥100


¥50


¥10


¥5


¥1

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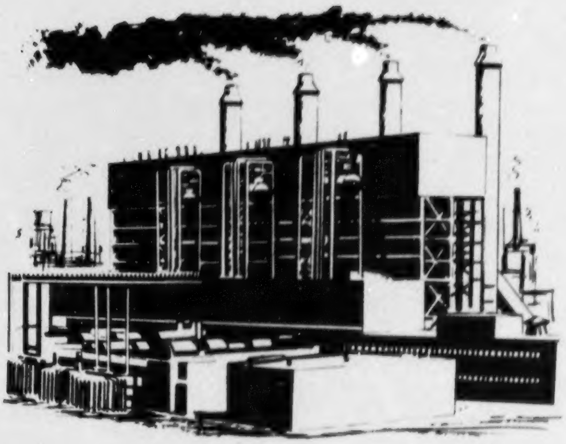
[1] *Opening Doors: Contemporary Japan*, The Asia Society, Inc., New York, New York (January, 1979), p. 185.



POLLUTION PROBLEMS

The rapid economic growth achieved by Japan in recent years has brought prosperity and higher standards of living for most of the Japanese people. It has also created problems such as air, water and noise pollution and housing shortage.

Fortunately the people and the government realized the gravity and urgency of the problems and began to take steps to control them. Measures to reduce pollution and related problems were initiated in 1970. The standards that were set up for exhaust fumes from automobiles were the severest in the world. Controls were also placed on smoke, steam and waste water from factories, and even from thermoelectric plants. Air pollution ratios in industrial areas and big cities have been reduced by one-half in the last ten years. The water of most rivers has become cleaner, with salmon and other fish reappearing. Many owners of factories have even planted trees close to the factory buildings to show how pure the air has become.

Activity

Discuss with students Japan's environmental problems and efforts to solve them. Then, have students locate information about the environmental pollution problems Oklahoma faces. Ask students: What is Oklahoma doing to solve these problems? Are there any laws that regulate pollution in Oklahoma? Which state has the severest restrictions on automobile pollution? (California) Why does Oklahoma have so few? Should they be strengthened? Why or why not?

FACTS - JAPANESE HOUSEHOLDS

(Middle Class)

Work week: Monday through Saturday (much overtime is put in during early evening hours)

Telephone subscribers (number of persons per telephone):

Japan - 2.4; United States - 1.3

Population Density: 300 people per sq. kl

Ninety percent of the population of Japan are members of the middle class. A middle class family has an average monthly salary that equals about $1,244. There is an average of two children per family.

Houses are small and have little furniture; one room may be used for several activities such as living, dining and sleeping. All homes have electricity and running water; most have flush toilets.

Almost half of Japanese households own a car; gasoline costs $3.25 per gallon.

The main element of family diet is fish and rice. The cost of steak is approximately $20 per pound and hamburger meat is approximately $7 per pound.

Middle class households have (% in 1980):

Refrigerators	99.1%
Washing machines	98.8%
Color television	98.2%
Vacuum cleaners	95.8%
Electric fans	95.4%
Kerosene heaters	91.5%
Sewing machines	83.8%
Cameras	82.9%
Tape recorders	61.9%
Passenger cars	57.2%
Stereos	57.1%
Air conditioners	39.2%
Microwave ovens	33.6%
Pianos	15.8%
Video tape recorders	2.4%

Activity

As an activity for this unit have students do a survey of their class' living standards and compare with Japan by making a chart or graph.

150

NEWSPAPERS

Provide some background information on various Japanese subject areas. You will need typewriter and ditto masters.

Divide the class into small groups. Let each group select some area of Japanese life (history, culture, current events, etc.) to research and report. You may wish to assign one group a "fun page" which includes puzzles, games, and comic strips. Designate one group to advertise various Japanese products. Students may type or write articles on ditto masters so that all students can receive copies of an American newspaper to compile articles. For a different twist, students could write articles Japanese style--from right to left!

Bibliography

RECOMMENDED READINGS ON JAPAN

CULCON (U.S. - Japan Conference for Cultural and Educational Interchange), Opening Doors: Contemporary Japan. New York: The Asia Society, Inc., 1979.

This large volume is a fine attempt by a distinguished group of Japanese and American educators to provide supplemental materials otherwise unavailable or hard to locate in English regarding a wide variety of subjects suitable for social studies' classes. Readings cover such diverse subjects as the life of a contemporary female assembly line worker to values clarification exercises and written materials regarding social costs of rapid modernization. Although primarily written for the secondary school level, many teachers have adapted it to upper elementary and intermediate level classrooms.

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Fersh, Seymour. Asia: Teaching About/Learning From. New York: Teacher's College Press, 1978.

Fersh provides the reader with countless clues and fresh insights into the area of teaching Asia (with several references to Japan) to various levels of students. He suggests helpful resources and methods of learning what Asia has to teach the American student.

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Makino, Yasuko. Japan Through Children's Literature - A Critical Bibliography. Durham, NC: Occasional Paper No. 5, 1978.

As the Director of Education of The Asia Society has said, this publication "is more than a comprehensive new resource for teaching and learning about Japan: it is itself a lesson in intercultural understanding. Yasuko Makino has surveyed the available materials and evaluated them from both an educational and Japanese viewpoint, and she has done so in a style that is fresh, warm and thoroughly engaging."

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Reischauer, E. O. The Japanese. Boston: Harvard University Press, 1977.

This book is probably the most comprehensive, well written introduction to Japan and the Japanese in years. Former Ambassador Reischauer's latest work covers contemporary culture and society, Japanese history (domestic and international), language, politics and changing values. Reischauer's assessment of Japan as a world power and its role in the 21st century is particularly noteworthy.

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Shoresman, Michele and Kinoshita, Wuanita. Learning With Enjoyment (Tanoshii Gakushū). Activities About Japan for Elementary Students. Champaign/Urbana: University of Illinois, 1978, 1980 (Second edition).

Tanoshii Gakushū is perhaps the best, most comprehensive guide to activities on Japan for children. The publication includes student worksheets, explanatory materials for teachers, map transparencies, a metric conversion table and bibliography. Activities range from how to work an abacus to making gyotaku (fish prints) or sukiyaki.

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Sternberg, Martha and Aoki, Minoru. Japan: A Week in Daisuke's World. New York: Crowell Collier Press, 1973.

Highly suitable for classroom or individual student use, the photographic essay chronicles the daily life of a seven-year-old boy in Tokyo. It is also highly recommended for a view of Japanese family life through a child's eyes.

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Time-Life Books. Jonathan N. Leonard. Early Japan (part of the Great Ages of Man Series). New York: Time-Life Books, 1968.

Early Japan is a necessary addition to any study of Japan from prehistory through the period of Japanese isolation (17th-19th centuries). Special features of the book include a series of color pictures on Kabuki theater, black-and-white photos of the interior of Japanese castles, information and illustrations regarding traditional aesthetics, and a colorful look at "Samurai: The Way of the Warrior."

RESOURCE MATERIALS

The Asia Society, Education Department, Timothy Plummer, Director, 725 Park Avenue, New York, NY 10021.

FOCUS ON ASIAN STUDIES

A magazine containing resources, articles and activities especially useful for secondary teachers. [$5.00 for 1-year subscription]

VIDEO-LETTER FROM JAPAN

A series of video programs designed to give American students a candid and perceptive look at life in Japan. Each of the twelve letters is a video program about 25 minutes long, examining a particular aspect of Japanese society in a way that makes learning come to life. Each module contains two letters, two teacher's guides, and a poster.

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Center for Asian Studies, TEXPERA, Louise Flippin, Outreach Coordinator, University of Texas, SSB 310, Austin, TX 78712.

Films on business and industry available on a free-loan basis.

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Materials available from:
Consulate General of Japan, Houston
504 First City National Bank Building
1021 Main Street
Houston, TX 77002

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I. Geography

CHILDREN IN TOWNS AND VILLAGES 16mm Sound 27 minutes

This film, in full color, focuses on primary school pupils in Japan. It introduces various aspects of children's activities in school, at home, and in their neighborhoods. It also compares life in urban areas with that in rural districts. (Available in Canada.)

CHILDREN'S WORLD OF TRAVEL, A 16mm Sound 14 minutes

This film, in full color, depicts typical tours which are arranged for children in Japan aboard many public conveyances. A miniature tour of Japan is afforded in this presentation, including a visit to a children's playground. (Available in Canada.)

MT. FUJU--BEAUTY OF A CLASSIC SYMBOL 16mm Sound 25 minutes

This film, in full color, seeks to show how this symbolic mountain has been and is admired and loved by all the Japanese people. Its natural beauty is shown from many angles in the various seasons of the year.

RIVERS AND THE JAPANESE PEOPLE 16mm Sound 27 minutes

This film, in full color, shows the many roles that rivers play in Japanese life. Stretching from north to south like an enormous backbone along the center of the Japanese archipelago lie a series of mountain ranges, acting as a watershed for many rivers. (Available in Canada.)

TODAY'S JAPAN 16mm Sound 27 minutes

This film, in full color, shows how a land 1/25th the area of the United States and 85% mountainous is able to provide employment and sustenance for a population of 102 million. It visits a summer folk festival, a ski resort, a former Imperial garden, and a modern shipyard to demonstrate the intertwining of new and old in this most modern and most ancient of lands.

TOURING JAPAN 16mm Sound 27 minutes

This film, in full color, shows many places of scenic beauty and historical interest in Japan. We see Tokyo, capital of the country, Kyoto and Nara, the nation's cradle of traditional culture, Kyushu, Nagoya, and Hokkaido. It also describes different aspects of the life of the people who live in the above places. (Distribution restricted to Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands and West Virginia.) (Cleared for television.)

TWO WEEKS IN JAPAN — 16mm Sound 30 minutes

This film, in full color, presents a two-week visit to Japan. Beginning with a four-day visit in Tokyo, the tourist is taken to Hakone National Park, with its famed hot springs and recreational facilities. A train ride to Kyoto, the ancient capitol of Japan, shows many outstanding cultural and historical features of this area. A stopover at Nara, en route to Okaka, is followed by a cruise through the Inland Sea to Beppu in Kyushu. A helicopter takes the visitor above Mt. Aso, an active volcano. (Available in Canada.)

II. History

NARA--A STROLL THROUGH HISTORY — 16mm Sound 20½ minutes

This film, in full color, is a sketch of Nara, Japan's first permanent capital city. Nara is a storehouse of priceless ancient relics and fountainhead of Buddhism in Japan. (Cleared for television.)

III. Culture

THE CULINARY ART OF JAPAN — 16mm Sound 29 minutes

This film, in full color, shows that to the Japanese, the preparation and serving of food has become refined to an art for good living, and great care is given to offer dishes which appeal both to the palate and eye of the diner. The food is arranged artistically on the most functional and attractive china in order to enhance the full enjoyment of the meal. (Available in Canada.)

KAGUYA--THE PRINCESS OF THE MOON — 16mm Sound 18 minutes

This film, in full color, presents a children's tale, "The Tale of a Bamboo Hewer." This is a story written over one thousand years ago. It was based on a Japanese folktale that had been handed for many generations. The story is told through the medium of animated dolls. (Available in Canada.)

THE LANGUAGE OF JAPAN — 16mm Sound 19 minutes

This film, in full color, serves as an introduction to the Japanese language. A few common words are taught first, then an outline of the history of the language is given. Some examples of the frequently used Chinese characters and the two phonetic alphabets are shown as well as their probable origins. The film also shows a language class where foreigners are seen learning Japanese. To them, a knowledge of the language brings a deeper understanding of this land and its people and opens a door to the centuries of tradition and beauty which are the heritage of the language of Japan. (Available in Canada.)

MODERN ARCHITECTURE OF JAPAN — 16mm Sound 28 minutes

This film, in full color, depicts the modern architecture of Japan, showing the great strides made in the field of modern structures including the Olympic compounds, commercial and religious structures. (Available in Canada.)

NATURE'S BOUNTY--FLOWERS FOR THE JAPANESE — 16mm Sound 30 minutes

This film, in full color, features flowers, which are the lovely reminders of the changing seasons. It demonstrates landscape gardening, the art of the bonsai, and the Japanese flower arranging art. (Available in Canada.)

SPORTS IN JAPAN 16mm Sound 23 minutes

This film, in full color, shows traditional Japanese sports, such as kendo and judo. It also shows more modern sports that the Japanese have come to appreciate, such as boxing, skiing, gymnastics, tennis, soccer and baseball. We are shown a judo training session, a volleyball competition among farm wives, and a marathon in which aged men participate. The film ends at the popular national sports meet, held annually in a different part of Japan. (Available in Canada.)

UNDERSTANDING THE JAPANESE 16mm Sound 35 minutes

This film, in full color, answers some questions about the Japanese. Are the Japanese unique? How do the Japanese view romance, love and marriage? These and many other questions are discussed by six foreign residents of Japan. This is an in-depth look at the Japanese people by a very perceptive group of university professors and professionals.

YOUTH OF JAPAN 16mm Sound 28 minutes

This film, in full color, shows young Japanese at universities, at work and at play. It shows the actual living conditions under which the youth of Japan is preparing for adulthood. (Available in Canada.)

IV. Education

SCHOOLING FOR PROGRESS 16mm Sound 18 minutes

This film, in full color, illustrates and describes Japan's school system. Compulsory education in Japan lasts for nine years--six years in elementary school and three years in junior high school. Japan's modern education system was established in 1872, and since that time it has played an important role in the nation's modernization. (Available in Canada.)

V. Government

IMPERIAL FAMILY OF JAPAN no particulars 27 minutes

VI. Economics

AGRICULTURE TODAY IN JAPAN 16mm Sound 30 minutes

This film, in full color, shows that Japan in recent years has achieved self-sufficiency in rice production, the nation's staple food. This has come about as a result of spectacular improvements in farm technology, the use of improved varieties, and liberal use of chemical fertilizers. Extensive use of mechanized equipment has overcome the recent shortage in farm labor, and has enabled many farmers to diversity their efforts. (Available in Canada.)

SHOPPING IN JAPAN 16mm Sound 22 minutes

This film, in full color, verifies the justifiable reputation Japan now enjoys as a shopper's paradise. The viewer is taken on a visual tour of Tokyo's Ginza, where service is exemplary and items such as toys, clothing, jewelry, and the like tempt the prospective purchasers. (Available in Canada.)

FACTS ABOUT JAPAN

This is a series of articles of timely interest on Japan. There are presently 23 articles available. This number is subject to change, as new issues of the series are published from time to time. The entire set is available, in single sets, to teachers in the United States only. Address your request to the office which serves your area. Items in the series presently include: [Each is 4 to 8 pages]

- Bunraku
- Children and Festivals
- Constitution of Japan
- Energy Use in Japan
- Geography of Japan
- Ikebana
- Industrial Relations
- Japan's Economy
- Music in Japan
- Noh and Kyogen
- Social Security in Japan
- Status of Women
- Chanoyu, The Japanese Tea Ceremony
- Chronological Outline of Japanese History
- Education in Japan
- Gagaku
- Government
- Imperial Family
- Iron and Steel Industry
- Kabuki
- National Flag and National Anthem
- Religion
- Sports

WHAT I WANT TO KNOW ABOUT JAPAN

Japan has been called the world's most rapidly changing country. This booklet is an attempt to update many of the changes that have occurred in Japanese society, and to provide American junior high school teachers with insights and information which will be useful in presenting an introductory course on contemporary Japan. Order from the Consulate which serves your area. Available to schools, libraries and industries.

THE JAPAN OF TODAY

General and comprehensive book covering all aspects of modern Japan. [145 pages]

JAPAN

Pictorial leaflet/poster of Japan.

JAPAN IN TRANSITION

History of Japan's modernization, from 1856 through postwar phase. [111 pages]

JAPAN'S CULTURAL HISTORY: A PERSPECTIVE

Origins and development through history of Japan's unique cultural heritage. [120 pages]

FISHERIES OF JAPAN [30 pages]

AIRCRAFT OF JAPAN [48 pages]

JAPAN'S CHANGING POPULATION STRUCTURE [95 pages]

POLITICS IN MODERN JAPAN: DEVELOPMENT AND ORGANIZATION [165 pages]

JAPAN IN THE AMERICAN CLASSROOM

Booklet for teachers which provides suggestions and a discussion of resources available for introducing Japan into the classroom. 18 pages

THE IMPERIAL FAMILY OF JAPAN [4 pages]

JAPAN IN THE AMERICAN CLASSROOM

A good place to start; this book offers useful suggestions and suggests basic questions to be answered.

JAPAN PICTORIAL

A magazine, especially useful for bulletin board display materials.

AN INTRODUCTION TO JAPANESE HISTORY

A beautiful picture book; can be used in middle school and high school classrooms; covers the classical, feudal, and modern periods; includes a bibliography.

JAPAN IN THE U.N.

Useful in classroom U.N. simulations; includes political disarmament, scientific, economic, technological, and social questions.

JAPAN'S ECONOMIC AND TRADE SURPLUS

A good teacher resource; helps sensitize one to the Japanese side of the trade question. Two other publications of note are U.S. - Japan Farm Trade and The High Cost of NOT Doing Business with Japan, available from the U.S. - Japan Trade Council, although copies are available at some consulates.

STATISTICAL HANDBOOK OF JAPAN

Rich source of facts on Japan. Data allows for important societal comparisons between the U.S. and Japan on a variety of issues. Students might be asked to compare Japan to a number of others countries (e.g., European, Third World, etc.). Data on the following topics is provided: (1) Land and Climate; (2) Population; (3) Agriculture, Forestry and Fisheries; (4) Mining, Manufacturing and Construction; (5) Transportation and Commerce; (6) Domestic and Foreign Trade; (7) Banking and Finances; (8) Enterprises, National Income and National Wealth; (9) Labor; (1) Prices and Household Economy; (11) Social Secutiry and Health; (12) Education, Culture and Science; (13) International Cooperation; and (14) Government.

JAPAN'S CULTURAL HISTORY: A PERSPECTIVE

A beautiful book; contains a section on the cultural implications of Buddhism and Shintoism.

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Materials Available from:

Japan Air Lines, Ltd.
555 West Seventh Street
Los Angeles, CA 90014

ALSO:

Palmer House Building
115 South State Street
Chicago, IL 60603

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JAPAN AIR LINES BROCHURES AND FILMS

Japan Air Lines has a helpful brochure series covering a variety of subjects that is available free of charge. Each 12-page brochure gives useful background and information on some aspect of Japan and also includes a brief bibliographic listing for further reading. Some of the most useful titles are listed below under their appropriate series heading. Japan Air Lines also has a collection of 25 films depicting some aspect of Japanese life and culture.

The Culture of Japan Series

- The Tea Ceremony
- Esthetics
- Performing Arts
- Traditional Gardens
- Ceramic Arts
- The Japanese Language
- Flower Arranging
- Modern Architecture
- Music of Japan

Institutions of the Orient and Pacific Series

- Education in Japan
- Medicine
- Government in Japan
- The Legal System of Japan
- Religions of the Orient

Business in Japan

- The Japanese Firm
- Economy and World Trade
- The Labor Movement
- The Press

Hobbies, Sports, and Recreation of Japan

- Festivals of Japan
- Games
- Traditional Sports

History and Geography

- History of Japan
- Geography of Japan

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Materials Available from: Japan National Tourist Organization
Rockefeller Plaza
630 Fifth Avenue
New York, NY 10111

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I. Geography

DESTINATION JAPAN 16mm Sound 28 minutes

This film, in full color, features the highlights of a Japan tour with visits to Tokyo, Kyoto and Nara. It shows a variety of travel attractions to be seen throughout the country, from Hokkaido in the north to Kyushu in the south. Festivals, landmarks, noted places to shop, and attractive cities will leave an unforgettable impression in the minds of the viewers. (Distribution restricted to mainland U.S.) (Cleared for television)

THE SHIMMERING INLAND SEA 16mm Sound 20 minutes

This film, in full color, displays the most beautiful of all Japan's coastal areas, the Inland Sea. A marine landscape composed of more than 700 islands and lying within easy reach of great tourist centers like Kyoto, Nara and Kyushu, the sea is an area rich with tradition. Temples and shrines, gardens, castles and museums, as well as charming old towns, offer a panorama of Japanese History. (Available in Canada)

SHINKANSEN SUPER EXPRESS TOKYO-HAKATA 16mm Sound 22 minutes

This film, in full color, depicts the well known excellence of the Shinkansen super express train service. It is an important trunk line for both tourists and businessmen. Internationally note-worthy tourist sports are dotted along the route. The film illustrates the charm and excitement a typical Japanese girl experiences as she visits the many leading resort facilities along the Shinkansen. (Available only in the mainland U.S.) (Cleared for television)

SOUTHERN KYUSHU, LAND OF FIRE 16mm Sound 14 minutes

This film, in full color, features Kyushu, the southernmost of the four main islands of Japan. Western art and culture was first introduced through Kyushu and in ancient times the island was also influenced by cultures from the South Pacific. The lifestyle here is full of old, and sometimes mysterious traditions. The great cities of the south, Kagoshima and Kumamoto, once belonged to important feudal clans, like the Satsuma, and they still preserve magnificent castles and parks. Above all, dominating the beautiful, sub-tropical countryside is a great volcano, Mount Aso, surrounded by hot spring resorts. Southern Kyushu is a unique and exotic destination. (Available in Canada) (Cleared for television)

SPRING IN JAPAN 16mm Sound 21 minutes

This film, in full color, illustrates the season of spring in Japan. Especially featured is the ancient capital Kyoto, where the cherry blossoms begin to bloom, and where the people of Japan go out cherry-viewing and to observe the time-honored festivals.

SUMMERTIME IN JAPAN 16mm Sound 22½ minutes

This film, in full color, shows that the way of life changed quite dramatically from one season to another in old Japan. Despite the fact that Japan herself has undergone dramatic change in recent times, the seasonal customs are still celebrated, even in the big cities like Tokyo. Summer is hot and humid, thus the customs of summer emphasize coolness and relaxation. There are numerous festivals throughout the season; special foods and flowers, even special sounds. The foreign visitor to summertime Japan can find, outside his air-conditioned hotel room, a joyous way of life that has not changed for centuries. (Available in Canada) (Cleared for television)

II. History

III. Culture

AKIKO, THE LIFE OF A JAPANESE GIRL 16mm Sound 22 minutes

This film, in full color, presents excerpts from the daily life of Akiko, a typical young Japanese lady. It shows the harmonious blending of the Western and Eastern cultures into the lifestyle of the Japanese people. (available only in continental U.S.)

CULTURAL JOURNEY INTO JAPAN, A 16mm Sound 27 minutes

This film, in full color, shows that the life of the Japanese is a mixture of tradition and innovation. The film captures the moods of life in Japan today and the ways its streamlined modernity is enriched by the rituals of food and drink, festivals and the chance to retreat periodically into esthetic surroundings that may be a centuries-old garden or the recreation of an ancient craft. It shows the rhythm of life for the Japanese and the sources of their inspiration in the active milieu of today. It provides an introduction to the culture, arts and life of Japan as they co-exist in a continuum of past and present. (Available in Canada) (Cleared for television)

INVITATION TO TEA 16mm Sound 15 minutes

This film, in full color, introduces an interesting view of the traditional tea ceremony. The tea ceremony is an aesthetic cult developed to artistic heights in Japan during the 16th century. Today, the tea ceremony is known throughout the world as the number of people who delight in taking part as this cult increases. The ceremony provides us with a quiet drama in life. It ends when both the host and the guests have been spiritually united in appreciation of the tea, and a moment of quiet reflection. (Available in the mainland U.S. only.) (Cleared for television)

SPORTS IN JAPAN 16mm Sound 23 minutes

This film, in full color, shows traditional Japanese sports, such as kendo and judo. It also shows more modern sports that the Japanese have come to appreciate such as boxing, skiing, gymnastics, tennis, soccer, and baseball. We are shown a judo training session, a volleyball competition among farm wives, and a marathon in which aged men participate. The film ends at the popular national sports meet, held annually in a different part of Japan. (Available in Canada)

THIS YEAR WE WENT TO JAPAN 16mm Sound 22 minutes

This film, in full color, shows a young Canadian married couple as they visit Japan and travel to Tokyo and Kyoto. They discover many of the country's charms as they meet the people and experience the different lifestyles. They are impressed by the energy and vitality of the populace. The cilm's viewers enjoy the uniqueness and excitement of Japan with the couple. (available only in the mainland U.S.) (Cleared for television)

WOMEN IN KIMONO 16mm Silent 11 minutes

This film, in full color, features a designer creating a kimono which will appeal to the tastes of today's women. While appealing to modern tastes, it also shows how this elegant and beautiful national dress mirrors the country's history. (Distribution restricted to mainland U.S.) (Cleared for television)

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Materials Available from:

Japan Trade Center Films
Association Films, Inc.
8615 Directors Row
Dallas, TX 75247

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JAPAN TRADE CENTER FILMS

The following 16mm color free-loan films are available from either the Japan Trade center closest to you or from Association Films, Inc. Users are required to pay return postage only.

Stories of Four Japanese [F-049]
An Outdoor Exhibition of Sculpture [G-851]
The Sea and the Japanese [G-552]
Japan and the Sun [K-814]
Meet the Japanese [F-047]
A Tale of Two Countries [F-048]

JAPAN NATIONAL TOURIST ORGANIZATION - FILMS AND BROCHURES

Japan in General

Shinkansen [1976]	22 minutes
This Year We Went to Japan [1977]	22 minutes

Tourist Resorts

Nara, Stroll Through History [1972]	20½ minutes
Tokyo [1971]	19½ minutes

Seasonal Attractions

The Four Seasons in Japan [1974]	28 minutes

Special Interest

Festival Japan [1968]	21 minutes
Japanese Gardens [1973]	14 minutes
Japanese Handmade Paper [1973]	14 minutes
Japanese Handmade Toys [1977]	14 minutes
Sports in Japan [1975]	22+ minutes

No Narration

Handicrafts of Japan [1970]	10 minutes
The Japanese Garden [1971]	11 minutes
Women in Kimono [1971]	11 minutes

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Materials Available from:

Japan Foundation
Suite 430
Watergate Office Building
600 New Hampshire Avenue, N.W.
Washington, DC 20037

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JAPAN FOUNDATION FILMS

The following color free-loan films are available from the Japan Foundation. Users are asked to pay return postage and insurance only.

History

Japan [1974]	80 minutes
Asuka, Japan [1973]	26 minutes
Nara, Japan [1968]	22 minutes

Architecture and Garden

Kyoto Imperial Palace [1972]	21 minutes
Shugakuin Imperial Villa [1972]	23 mintues

Performing Arts

Bunraku: Puppet Theatre of Japan [1967]	30 minutes
Kabuki [1964]	30 minutes
Noh Drama [1965]	30 minutes
Gagaku: Etenraku (music) [1972]	22 minutes
Gagaku: Taiheiraku (dance) [1972]	44 minutes
Invitation to Traditional Japanese Music [1970]	25 minutes
Sounds of Bamboo [1976]	41 minutes

Arts

Mashiko Porcelain [1969]	25 minutes
Narrative Picture Scrolls [1974]	28 minutes
Ukiyo-E Printing: Art for the People [1969]	22 minutes
Centuries of Prints: Woodblock Prints, Their Traditional Techniques and History [1974]	27 minutes
Japanese Paper [1970]	30 minutes

Education

A Day at School in Japan [1976]	28 minutes

Miscellaneous

Bonsai [1976]	31 minutes
Curios and Customs: The World of Japanese Antiques [1976]	30 minutes
Kites of Japan [1976]	28 minutes

Animation

Tora's Strange Adventure [1971]	17 minutes
The Mochi-Mochi Tree [1972]	17 minutes

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Materials Available from:

Modern Talking Picture Service
5000 Park Street, North
St. Petersburg, FL 33709

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I. Geography

JAPANESE GARDENS [22348] 16mm Sound 15 minutes

This film, in full color, shows that the Japanese love of nature is expressed in many ways, but perhaps best in their delightful landscape gardens. It shows a variety of some of the finest Japanese classic gardens depicting the artistic genius of the gardeners who designed them.

II. History

III. Culture

JAPAN--THE BEAUTIFUL [21906] 16mm Sound 30 minutes

This film, in full color, presents the striking beauty and contrasts of modern Japan. From the quiet enjoyment of the traditional tea ceremony to the thrilling plunge of skiers in the majestic Zao Mountains; this colorful journey gently focuses on the festivals, customs and daily life of a creative people. (Available to junior high age level and above)

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Materials Available from:

Columban Fathers
Mission Audio Visuals
St. Columbus, NB 68056

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I. Geography

YASAWA: MY ISLAND HOME 16mm Sound 16 minutes

This film, in full color, explores village life on the remote Yasawa Islands in Fiji. It shows what children do on an island that has no roads, no vehicles, no telephones and no television. (Available in Canada) (Cleared for television)

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Materials Available from:

Media Resource Center
State Department of Education
2500 North Lincoln
Oklahoma City, OK 73105

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JAPAN--THE FACE OF THE COUNTRY

Map and slides of the principal regions of Japan.

THE JAPAN OF TODAY VII: THE MODERN HISTORY OF JAPAN

Slide program.

THE JAPAN OF TODAY IX: JAPAN'S MODERN CULTURE AND ITS ROOTS

Slide program.

evaluation

JAPAN

The State Department of Education would appreciate your help. Please answer the following questions and return this page to the address listed below.

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_____Yes _____No

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_____most helpful _____of no help _____of some help

4. Which units did you find most useful?

_____Geography _____History _____Culture

_____Education _____Government _____Economics

5. What, in your opinion, is the major strength of this publication?

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Please return to:

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